Time, talent and technology – across 3 countries and philosophies – shaping the future

Examples of transferable practice by British, Danish and Finnish teachers adopting philosophies, teaching approaches or practice and implementing them taking into account cultural barriers.

Innokas!

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UK Section

Introduction to UK section

It's been a real honour to have played a part in the last two years of exchanges between professionals from Denmark, Finland and the UK. The Erasmus journey we've been on has had a profound effect on many of the staff who have taken part. So much so that heading into the second year we realised we needed to permanently document this, not only to show how it's possible to improve practice as a result of exchanges but to make a document that could inspire other teachers to share in the process.

This is essentially what this document aims to be, to be a hand-out that can be a gateway to staff across the local area, that are able to read about an educational journey and think…

"I'd like to know more about that"

…then looks at the contacts here at the end so they can do just that. We, especially in the UK, are snowed under with demands and the rigidity of the boundaries by which we work that often make us feel that our practice doesn't really have any choices. I think if the 16 teachers who made the journey to Copenhagen and Helsinki could magically jump into your room right now (stay with me, they won't!) they'd tell you that although there are a lot of cultural barriers that with some thinking space and some critical friends, it's more than possible to tweak some of our approaches to British education and improve them. Perhaps not seemingly huge in isolation, but small incremental changes can be powerful things.

We therefore asked the staff in year two to write around five hundred words documenting the practice that they changed. Some are primary, some secondary, some further education and to be honest, many of the ideas below are applicable to any of the above. We have aimed to keep it fairly brief so that if someone was interested in one of our journeys, there's more to tell. Therefore, don't be shy and do pick up the phone to us or write an e-mail to us if that's you I'm describing.

One thing that was very clear to me was that the UK system doesn't always encourage exchange at the classroom level as much as it might. That's nobody's fault in my personal opinion. It's more of a symptom on the internal pressure that the plagues the profession. This is only a very small sample, but hopefully a branch to other professionals to show that it's in all of our interests to challenge and support.

I'd like to thank all that contributed to this process and document. I hope it's still just the start of an ongoing process that continues to look for the very best of all three of our systems.

Peter Thornes, January 2019

The UK teachers' perspectives

Peter Thornes - Project Manager 3T, Headteacher, Livingstone Primary School

After my experience in Copenhagen and Helsinki I was very taken by so many of the philosophies and practices that I witnessed, I could write about several alas I only have the capacity for one. So, for the purpose of this report I'm focussed on something I saw in Finland in September of 2017.

Throughout the primary practice I saw across several schools in Finland problem solving and puzzle solving seemed intrinsically sewn into the curriculum. From the youngest possible pupils, it seemed that even if it was in (and **especially** in some cases) the format of games, that pupils would be solving problems set by teachers, in teams, in pairs or alone. What then seemed to slowly develop was the complexity, until you got to the very top of the school where it would often be reflected in robotics, computing, design, cooking or resistant materials. The other thing that was clear was that little of these problems were written, but more often kinaesthetic and practical. My other perception after speaking with teachers was that the Finnish pupils were more resilient to change and to challenge than their British counterparts and could transfer these skills across, which I considered invaluable as the future changed for workforces at some pace and the demands of UK education were also expanding.

A good example I saw was a game played by teams of 4/5 pupils who were around 7-8 years old, where they would view a multi coloured block structure (not unlike Lego) for 30 seconds and then return to their team to describe the order and shape that they'd seen. The pupils loved the game and were constantly organising, working co-operatively, communicating, turn sharing and tactically thinking.

I decided to adopt it in the context of my school council, who basically working with a partner Finnish school did an online problem-solving challenge. I first showed my council the game I earlier described, then asked for them as homework to consider another problem-solving game that we could set for Anu's class in Espoo. The council loved the original game and then demonstrated and digitally recorded themselves to set their Finnish friends a new challenge. Over the school year the two groups set multiple tasks for each other and then sent back videos of themselves attempting to solve their counterparts' tasks.

I think because this was very much stage one, I didn't really come up against much of a cultural barrier. I think the Finnish pupils had to work really hard at their English, which was probably a very useful co-incidental gain. The UK pupils loved the challenges and worked really hard to solve them using teamwork and communication skills. The second part I'd like to expand to, is to make a repertoire of problem-solving games and place them subtly into the curriculum at an early primary point, then measure the pupils progress (perhaps one class vs another that didn't do it) in subsequent assessments. The barrier for this will certainly be time within the UK model, however I do think if I can shoehorn it in place that the data created may well suggest that having a more focused and formal problem-solving approach in the curriculum leads to having mental strength and resilience in the pupils who undertake it.

Jenni Gayter - Deputy Headteacher, Castle Newnham

Interestingly my initial thoughts in the first part of our 3T project were that the social and cultural differences between the three countries were potential barriers to being able to bring about any significant changes in my school. Over time I have come to see that in many respects we often hide behind social constraints, citing "health and safety"" pressures of exams" and "risk to outcomes" and the dreaded "OFSTED" as a means of avoiding some fundamental changes and shifts in ethos that would really support both the mental wellbeing of staff and pupils and ultimately improve those very outcomes.

Having built some excellent working relationships, and indeed friendships, with Danish and Finnish colleagues the opportunity to dig deeper on my second round of visits and to have them give some very constructive and critical feedback on their return visit here was invaluable.

As a result of what I have experienced in the different school systems, and through discussions with valued colleagues and the full support of my head teacher the following changes have come about in my school. Some are directly related to the project whilst others have come about through discussions and reshaping of ideas taking into account the Danish and Finnish way of doing things:

- A recycled café area
- Less displays in classrooms
- Social seating areas
- A growing pastoral support team
- An outdoor learning environment
- Breaks between lessons
- A growing emphasis on all staff modelling physical activities
- Young leaders in PE and MFL leading lessons for younger pupils
- older pupils generally taking on more responsibility in supporting the learning and well-being of younger pupils
- Focus on learning for the love of it, rather than as a need to pass an exam
- Time for valuable problem solving and teaching on how to do this well
- Empowering teachers to try things within their classrooms and share their experiences, with the emphasis on it improving pupils' learning rather than because a system demands it
- Developing physical fitness across the school to include all staff role modelling this as an important part of their life; this also links to a strong wellbeing and mental health programme run for both pupils and staff
- Mixed attainment teaching across the curriculum
- Empowering teachers to "teach" and creating supportive system which allow them to do so

What has improved? In our recent OFSTED 99% of staff said they were very happy working in the school with the quote "Pupils feel safe and well cared for when they are in school. Parents

share the view that the school is an environment in which their children can thrive" OFSTED 2018

Staff retention is very high and when we advertise vacancies, we have real choice form a range of quality applicants for those posts. Given the national recruitment crisis this is a huge positive for us. As a growing school we recruit a number of new staff every year and those new staff fit in quickly and happily to our school's way of working.

Very early on in the project my one wish for my school would have been freedom to be yourself as a teacher and to have happy kids! On their return visit, over 2 years from their original visit our Danish and Finish colleagues were amazed by the changes that had come about. They saw happy children and staff and much more freedom for pupils to be children so it would appear that we are well on our way to achieving that vision.

Neil Hopkins – Dr, University of Bedfordshire

As part of the ERASMUS/British Council project, I was fortunate to visit Copenhagen schools in April of this year and Helsinki schools and the University of Helsinki in September. What particularly impressed in my visits to both Scandinavian countries was the level of autonomy students are given at all ages based on my observations in a range of school contexts. As part of their overall development, the children and young people are encouraged to work independently (either individually or in groups) to establish what they need to find out and the best ways of coming to a reasoned conclusion, answer or result. I saw particular evidence of this in a Helsinki school (SYK) where the students were working on a technology artefact. The students, using a variety of software packages, were designing and testing a prototype to establish what worked and what needed refining before building the final model. Each student was working carefully either on the computer or using the various pieces of machinery to construct their model. The atmosphere within the workshop was no different from what we might find in industry, a quiet hum of minds and machinery working towards a well-defined goal, the teacher acting as the steward making sure students were on track, were well-supported and remained focused.

Although I work in a higher education context, I felt on my visits that the younger students in Denmark and Finland were often more confident in working independently than my own students. What I have taken away from this research project is the necessity of creating an atmosphere and sense of structure that can encourage students to work confidently on their own or in small research groups. I teach on an undergraduate 'philosophy of education' unit (as part of the BA (Hons) in Education Studies) where students have to prepare for a group debate by formulating a key theme in philosophy of education and establish stakeholder positions to create debate and discussion. The students allocate stakeholder positions within the groups and then research these positions to inform their point of view in the debate itself. My colleague (Dr. Oliver Belas) and I have moved this year to a workshop structure (up to 2 hours per week) where students are able to collaborate in groups of between 4 and 6 students on their debates. Whilst the teachers provide supportive materials and guidance, the onus is on the students

establishing key themes, research priorities and credible deadlines for themselves. We have noticed already (in just 2 months of trialling this form of teaching) that the students appear to enjoy the sense of autonomy the format now gives them and how they can work effectively with one another to share ideas and critically analyse each other's point of view.

My own teaching philosophy is close to John Dewey's, particularly his advocacy of collaborative learning in such works as *Democracy and Education* (1916) and *Experience and Education* (1938). I am endeavouring to extend my own teaching practice in this direction based on Dewey's works and the very good practice I have witnessed in Copenhagen and Helsinki this year.

Daniel Wilson – Teacher, Livingstone Primary School

During my time spent in Finnish and, most notably, Danish schools, prominent examples of what I deemed to be improved practice centred on the independence and leadership skills, displayed by numerous children from a young age. In both Denmark and Finland, I witnessed pupils who appeared to have developed an understanding of the importance of an ownership of their own learning, and who worked within a 'community' of learners, led by an influential adult. This adult leadership rarely developed to the point where they would remain a major focus for extensive periods. Rather, their role encompassed facilitating the opportunities to learn, collaborate and share, whilst making themselves available as a supportive member of the unit.

Observations of many British classrooms and cohorts have enabled me to identify international differences in both the working relationships shared between teachers and pupils, and the ability of school children, to grasp the opportunities handed to them willingly. I see clear links between confidence and achievement and have endeavoured to put in place a series of changes in an attempt to replicate, or at least begin to introduce, a more student led environment where my pupils are encouraged to speak out loud, share thoughts and ideas and to develop leadership skills.

During the months following my return from Denmark, I began to embed ever-evolving, fresh practice into my classroom. The most innovative, stemmed from a blog post by teacher Adam Hill which discussed the book 'Learn like a Pirate' by Paul Solarz. '*Students can earn the opportunity of a Silent Day if they demonstrate leadership qualities and independence throughout the year. On this day, Paul does not speak and instead allows the students to take charge of their classroom, decisions and conflicts.*' This idea of student leaders went hand in hand with my vision, and so I began allowing students to lead single lessons. Teachers would be elected democratically and use predesigned materials to present to their peers. After allowing multiple opportunities for the children to develop their confidence, behaviour management strategies and to experience low level disruption from the other side of their desks, they were given the opportunity to run the classroom for the entire day, and, although this experience inevitably presented difficulties, the majority of my students found the process both enjoyable and rewarding.

I have since begun work with a new cohort, and from September 2018, introduced a peer mentoring role which allowed children who had demonstrated a strong understanding in any subject, to assist their peers during lesson time. Children have pushed themselves to achieve in order to obtain this privilege and have shown maturity when working with those of a lower ability. We have continued to incorporate student led lessons on a weekly basis and to develop student's abilities to self-regulate transitions between subjects and their behaviour for learning. In conclusion, I would like to see a system-wide push towards increased independence from a very young age. This may be seen quite prominently in early years and in adventure style learning, however, in the UK it appears to become more diluted year by year. In my opinion this stems largely from our blame culture and adversity to risk. Denmark and Finland vary in regard to this and children are expected to take risks, make their own choices and deal with the consequences from an early age. I do however believe that students in the UK can be placed safely into situations that demand them to actively embrace challenge, behave with increased responsibility and to become confident young adults without overstepping the boundaries that regularly stand so firmly in their way.

Edward Kitchiner - Literacy Coordinator, Westfield School

It was 1960 when Jerome Bruner discussed the concept of the spiral curriculum in his book, *The Process of Education*. Forty-one years later, whilst studying for a BA in Education, I participated in a seminar on that same subject, agreeing that it is a productive use of curriculum time and I planned to use it in my teaching. Skip forward a decade and the ideals of the spiral curriculum for this teacher have been quelled by 'other influences'. As all hope seemed lost, an inspirational event occurred – I went to Helsinki to observe Finnish teaching practices. This is my journey.

On my first full day in Finland, I discovered a plethora of valuable facts about an education system which regularly sits high in the PISA rankings. It soon became apparent that teachers in Helsinki use time and talent to embed knowledge and understanding in their pupils. This was evident in a maths lesson I observed. Pupils were performing practical ways of ordering numbers to ten – the same knowledge repeated in different ways. The teacher explained to me that she uses repetitive activities, getting gradually more complex each day, before children write anything in their books. There was rich talk for learning during a game of 'ping pong' when pupils showed understanding of one more and one less (this included negative numbers) and all pupils were fully engaged with this routine.

The class teacher also explained that they had been making bar charts with their bodies and other objects but they had not done much writing yet. When they did get a chance to write, I was surprised by their poor number formation. The main reason for my confusion was that all pupils clearly had a thorough understanding of numbers to ten, negative numbers, more than, less than and bar charts. It became clear that the Finns value embedding learning above having lots of neatly presented evidence in books. It was like my work on Bruner had grown up and was shaking me back to my principles and values.

My experience in Helsinki gave me renewed faith in what I believe in so I decided to pilot a change using strong pedagogy (a very Finnish concept). At the start of every English lesson in year 6, there are two or three practical activities to embed knowledge of grammar, vocabulary and comprehension. The best example of this is my timed loop cards of grammatical terms and definitions. We start with pupils using the answer sheet to get used to it and build their confidence, before gradually taking the answers away to see if they can remember what each term means. They currently have a best time of 3:05. The record using the answer sheet was 3:09. The whole class use terminology correctly; I've even overheard them say things like, "I'm going to try to use an abstract noun – a naming word for an idea, feeling or concept."

Of all the positive effects of the exchange programme (and there are many), I am most proud of using time and talent to create purposeful, repetitive learning experiences. There is even a group of pupils who want to devise their own starter activities. Kiitos Erasmus!

Karen Goodwin - Assistant Headteacher, Livingstone Primary School

Time

On visiting both Copenhagen and Helsinki in 2018 the most immediate difference that struck me was 'time' – the time that was available for students to talk with peers and staff, time for general collaboration, the time given for general well-being and the time to just be! This was for both students and staff.

Currently teaching part of my week in year 5 this felt far removed from the sometimes stressful target driven, pacey preparation for year 6. Initial changes were small – students being seated more comfortably and the use of ADHD cushions for those who found it hard to be still for any length of time. I have introduced more regular breaks (which fits with the Active Learning that is currently being pushed in England), a short walk around the classroom, opportunities to eat and drink, also the revolutionary concept that if you need a toilet break just have one. (Initially the opportunity to abuse this was tried by a few children but this has now stopped.)

Once the wellbeing was established in terms of comfort and circumstances, more responsibility has been added via Leadership roles. The expectation was that the children became more responsible for their own learning and behaviour. Given the better classroom circumstances breaks, drinks, snacks opportunity for time naturally happened. There is now a dedicated time for response, marking and conversation each morning. This is for structured feedback for work or a quick 'check-up' – everything ok today? Whilst I have always done this type of feedback it has become more personalised and I can discreetly monitor that every child has been spoken to.
Children are making progress, standards have not fallen because they are allowed to feel more comfortable. They are performing better in circumstances where there is time to talk. I've also

given greater consideration to varying teaching style which was a big influence in Finnish classrooms.

The English system of education does work on the often over the top principle of keeping children safe, (The Danes and the Finns both found it unusual and entertaining that for a short walk we complete paperwork in the submission of EVC forms, risk assessments and wear High Viz jackets) As our children leave Early years they often seem to lose their independence. We discourage risk taking.

Once the well-being had been better established some children became more natural leaders. Using sports leaders, I have attempted to introduce a loan system of playtime equipment like the one witnessed in Copenhagen. Most children borrow and return the equipment well, the leaders have become very pro- active at chasing up those who fail to return equipment and give their own sanctions (you are on a one day ban from borrowing anything the next day). It has encouraged responsibility and leadership in the older children whilst giving all children a sense of ownership for the equipment. It is being treated better.

In terms of barriers I am fortunate enough to work in a school supportive of a nurturing environment. It is one of the values of the school. Coupled with the reading of Paul Dix – 'When the adults change, everything changes' I feel the value of time has definitely had an impact. Stop – Take time.....it's worth it.

Alison Boston - Assistant Headteacher, Castle Newnham

The 3T project gave me the opportunity to look at the ideas, philosophies and practice in schools in Copenhagen and Helsinki; it made me question my own teaching and gave me the chance to implement some new initiatives at our school in Bedford.

For me, the biggest impact was seeing how Danish and Finish pupils are given much more freedom, trust, responsibility, and time, to manage themselves within school. In both countries, this culture leads to greater independent learning, as well as, calm, respectful movement around the corridors in their schools. Particularly noticeable in Finland, pupils are given timetabled transition time to get themselves organised before their next lesson. On return to my school, I noticed that our children rush around the school site and have no time to talk to teachers after lessons. Often our pupils queue outside of classrooms waiting for their teacher to prepare for their lesson before being allowed in. Our visiting Danish and Finish teachers also highlighted this observation.

As a member of the Senior Leadership Team, we have taken the decision to trial a new timetable in January which will include a ten minute transition time between lessons. As this is a complete change of culture for our setting, we are currently training both staff and pupils so that all stakeholders are clear of the benefits and of their responsibilities. The main benefit will be to build and maintain trust and give pupils greater responsibility in school. For example, pupils will have time to visit the toilet, have a drink, collect items needed for the next lesson and have

time to arrive punctually. Teachers will have time to prepare their next lesson, have restorative conversations with pupils, or give extra help, if needed. The aim is to see behaviour improve and to replicate the calm atmosphere seen in Danish and Finish schools.

In Helsinki, each classroom was equipped with a high quality visualizer which allowed teachers to give direct visual and verbal feedback. I observed an English lesson which really demonstrated excellent use of this technology and the whole class benefited from this feedback. As a teacher in the UK I am very aware of the Education Endowment Fund's research evidence showing that feedback is a high impact, low cost strategy. Since my return, I have trialled the use of a visualizer to give direct class feedback and my teaching routine now regularly uses this, easy to use, technology. I have notice that pupils find it visually exciting to see their work on display, they are keen to respond to the visual stimuli and I know that this form of feedback has had a positive impact on my teaching. As an SLT, and as funding allows, we aim to have a visualizer in each classroom of the school.

Reflection time and consideration of pupils, teachers and cultures, has been a fundamental part of the 3T project; the experience has, and will continue to, enhance my teaching and leadership within school.

Clare Warburton - Assistant Headteacher, Biddenham International School

The time to reflect on practice both my own and others was invaluable, and I found it difficult to think about what I wanted to take away with me, I saw such good examples of practice that I struggled to find one thing; instead found myself thinking of several examples. I initially felt that the teamwork we saw in both countries, but especially Denmark, where teams had thought, and used consistently, their principles around why they did what they do in schools and with students. I felt that the teams I work within had the same passion and drive for social justice and student progress that I saw in Denmark. This was indicative of the drive teams I work with had and I felt that formalising the why would be advantageous. I don't think that we have ever asked ourselves as a team why we felt what we did and why we did what we did. Perhaps the Danish team principles would ensure at difficult times we would see and understand what we were doing and why and this would sustain us.

I was also extremely keen to look at unstructured time and how it had been used in Finland. I remember seeing students who had found space that enabled them to play in their own way and the naturalness of this in Finnish practice was inspirational. I wanted to explore how unstructured time in British schools could be harnessed with the naturalness evidenced in Finland. At times in my context I feel that we micro manage unstructured time and have staff duties where we control activities and perhaps don't trust the students enough to manage themselves.

However, it was when in Finland that I began to see the how and why their system brought the results they did, highly qualified and well trained staff who knew their role and were able to

make decisions that impacted their practice in a meaningful way. I suggested that when our SEND team had their recent parent coffee morning that they created a power point that outlined the staff qualifications. Parents were able to see that teaching assistants at Biddenham has professional qualifications, some at Masters Level. The impact of this is still being felt but clearly parents felt more comfortable knowing that their child was being educated by a well-qualified staff team. I have also looked at Safeguarding, we have a large team who are all qualified teachers but I wanted to ensure they felt qualified in all areas of child protection and safeguarding. In this way these staff and our partner agencies as well as school based staff know that they are dealing with well qualified and knowledgeable staff. With this in mind the entire safeguarding team have completed training on a variety of issues that will be shared with the team but also the wider staff. I feel that this as transferable practice is something that can be culturally and financially be possible.

Amy Theed - Teacher, Sharnbrook Academy

KS3 Assessments

We, three teachers of varying experience from England, were sat in the staff room in a Danish school, speaking to three 15 year olds in slouchy hoodies about assessments. The students were telling us about their equivalent of GCSE exams, and then one girl asked what sort of testing we have. I told her that we test from a very young age, and that my 15 year old students will have assessments at least six times a year, but often more. She was completely taken aback; eyes wide, she asked: "Why?!" It was at that moment that my deep-seated views on testing began to completely unravel, and that process continues today. I have long felt that the amount and style of testing we do is having an impact on the mental health of our young people.

I began to look for ways to reduce the stress our students experience and suggested during a department meeting that in year 7 and 8 (546 students in total) we could abandon testing altogether. I've tried to suggest alterations to GCSE testing before, including just giving formative feedback and no grades, but one of the major barriers to this came from other members of my department instantly: how will the parents, SLT, OFSTED and the children themselves all know how well they are doing compared to their target grades? How will they know they are making adequate progress or need interventions? They're given a grade at the end of the GCSE, so why couldn't we use this throughout? Wouldn't removing grades create more uncertainty and thus anxiety? We kept grades at GCSE.

However, the department were on board with dropping tests at KS3, so long as we still assessed them once a term in another way. We came up with a grid of grade descriptors and mark where each student is against the different criteria, giving one overall best-fit grade from this, based on their work in lessons and in their books. This will be repeated three times a year, when we would normally have done tests. It is a much more holistic approach than a summative grade for a term's work being based on a single, 20-minute test, and relies more on trusting our teacher judgement. The marking sheet is glued in student books, and from this the students

write down what they think went well and come up with a target for how to improve. The overall grade goes on the system, visible to students, parents, and to SLT for their analysis.

The impact of this has been positive so far. I have spoken to students in detail, and they tell me that it has reduced test anxiety a lot; that they are pleased that their work in their books and in lessons will all be assessed, rather than a single test task which could go wrong for lots of different reasons; and that they will get to see the grading descriptors for how to improve in the next term. One concern that they had was that the work in their books was from lessons and that the teacher helped in lessons, so wouldn't they therefore unfairly get better marks? Teacher judgement is key here.

This new marking process is still in its infancy, only being a term in, and therefore cannot be evaluated fully yet. However, teachers feel it allows them to assess the children much more holistically, it saves time as it reduces test marking and the grading can be done when marking books anyway, and it has been very successful at reducing unnecessary anxiety so far.

If you wish to get in contact with any of the teachers who have modelled transferable practice here is a list of their e-mails and areas of interest.

BIDDENHAM INTERNATIONAL SCHOOL			
Clare Warburton	Secondary	Unstructured Time	clare.warburton@mybiddenham.com
CASTLE NEWNHAM			
Alison Boston	Primary	Ideas, philosophies & practice	aboston@castlenewnham.school
Jenni Gayter	Through School	Mental Wellbeing outcomes	jgayter@castlenewnham.school
LIVINGSTONE PRIMARY SCHOOL			
Daniel Wilson	Primary	Student Independence & Leadership	dwilson@livingstone.bedssch.co.uk
Karen Goodwin	Primary	'Making Time'	kgoodwin@livingstone.bedssch.co.uk
Peter Thornes	Primary	Problem Solving approached to building educational resilience	pthornes@livingstone.bedssch.co.uk
SHARNBROOK ACADEMY			
Amy Theed	Secondary	KS3 Assessments boycott	ATheed@sharnbrook.beds.sch.uk
UNIVERSITY OF BEDFORDSHIRE			
Neil Hopkins	Higher Education	Student Autonomy	Neil.Hopkins@beds.ac.uk
WESTFIELD SCHOOL			
Edd Kitchiner	Primary	Time & Talent into Learning experiences	ekitchiner@westfieldschool.net

December 2018

Danish Section

Introduction to Danish section

Building on previous exchange projects, the Erasmus+ 3T-project have seen five Copenhagen schools hosting educators from Bedford, United Kingdom and Helsinki, Finland and vice versa. Through two years the three delegations have visited, inspired and shared practices with each other. From the Danish side, it's been the mobilization of 25 individuals taking on the challenge of observing others' practices and learn from them, meanwhile also paying back and allowing others to benefit from theirs. It's been about expanding one's reflective horizon and look beyond what is known and even expected.

The big question, however, is whether EU-projects like this benefit the country delegates, their colleagues, their schools or even their students. Is there an actual measurable pay-out or can international exchange projects be reduced to a good story about practitioners aiming to improve?

The short answer is YES! There is an actual pay-out. Looking back more thoroughly on the project, the value has truly shown when educators have gotten together and had the time to immerse into dialogue. Whenever they have had the chance to discuss a specific situation in a school setting. The project has shown that it is when teachers get to look at their own practice from the perspective of peers and are enabled to reflect on what is done well or can be improved that real change is happening.

It is in this situation of shared reflection the participants have had the chance to truly understand the big why behind an action or a learning activity. It has allowed for questioning and common problem solving. It has permitted teachers to find pride in their own practice and has ignited a passion and a renewed energy for making great school for students. Once you've reached this point, learners naturally benefit. That is what it is all about. That is the big pay-out and that's why exchange projects like these are important.

In the following, Danish delegates present their account of a learning experience not granted to many professionals in the Danish education system. Danish teachers rarely get similar opportunities, why it's been important to allow for "artistic freedom" and let each professional discuss what they felt most crucial for them to pass on from their experiences with the project.

It's worth a few minutes of your attention. Enjoy.

Thorbjørn Bergqvist, January 2019

The Danish teachers' perspectives

Thorbjørn Bergqvist - Project Lead & Innovation Consultant, Autens

I have had the pleasure of collecting and analysing questionnaires and feedback to the Erasmus-project through the last two years. When reading through the various data collected, it appears Danish teachers have found the knowledge sharing and the immersion into peers' practices the greatest sources for positive takeaways.

Many have put emphasis on the learning experiences when stumbling upon the differences between countries or even the differences between schools and teachers. Many a discussion has throughout the project been about these differences and especially the various approaches to time, talent, trust, technology and transferable practices. Some could argue there are more differences than similarities between us, but to argue the three countries have nothing in common is very easy to refuse.

I've had the pleasure of observing passionate professionals first-hand and I've experienced how they all fight every day to provide the best conditions for their students. Though not always appreciated they battle obstacles that no PISA test can measure. They experience difficulties with time, ever-changing working conditions and pressure from local communities that most would find difficult to come to terms with.

I believe, however, that this project has supported the participants in finding the core and the heart of working in education. I believe the project has proven truly valuable to each individual. This has shown when confronted by peers about their practices. Not necessarily immediately, but it seemed to me an understanding found its way to each participant, whether it being after a single discussion or an hour-long observation of a colleague. The opportunity to "spot" each other, ask questions and be each other's' critical friends is invaluable, and it seems our delegates have captured every moment of it.

To me it all made sense mid-way through the project. A Danish delegate mentioned he had been working at his school for more than a decade, yet never had he left the premises to go visit even the neighbour school being just 500 meters down the road. Never had he had the opportunity to spare with anyone but his closest colleagues, whom are in the exact same school as him every day. But, as he mentioned, having the opportunity to visit colleagues in a foreign school culture had been one of the greatest sources of inspiration throughout his entire career. When all comes down, the project has shown me a shared goal among teachers from all three countries. A goal of promoting learning for learners and allowing kids to follow their dreams and fulfil their potential. That is one of the greatest takeaways I could have wished for and it is one worth protecting in future endeavours. At the very least, the relations build the last few years are worth maintaining, why it is my hope to continue to contribute to a positive exchange between our three countries.

Louise W. Glenthøj - Project Coordinator, Autens

My visits to and time spent at different schools in both Bedford and Finland have resulted in many reflections and a lot of new valuable knowledge about the educational systems in England and Finland. As part of the project, we also learned and heard about the 21st Century skills. "Bildung" is something that makes education meaningful and when "bildung" is in combination with education, it becomes useful. And these skills influence on both education and "bildung". It is an important thing to remember, when talking about time, technology, talent and the 21. Century skills.

In regard to the 21st century skills, the students are meant/expected to develop competencies within for example creativity. During one of my school visits, one teacher told me that it is important in regard to the students "to keep them on their toes". This reminds me of the concept of Flow - i.e. creating/making a learning frame which supports but also develops the students. In order to do this, you have to know your students and the projects/assignments, so that it is possible to make a good match and set the frame for the "flow-feeling". This feeling of being in flow is also important, when thinking of making a frame for creative processes.

Another relevant reflection upon creativity in educational context is the use of the students' learning spaces. As mentioned in the Bedford and Helsinki questionnaires, I like the fact that the teachers in Bedford and some teachers at a school in Helsinki were allowed to design their own classrooms, as long as it was in line with the pedagogical visions of the school. Because if the teacher already - through the learning space design - has created a common and recognizable learning space, the students do not have to use their energy and focus on finding common ground before the beginning of a learning process.

Before you can recognize and use your own talent, you also need to feel that you can trust yourself and you have to believe in the fact that what you can contribute with and share is important and well looked upon. To develop and become a student like that, you will need to be in a setting in which you feel in a state of well-being. In one of the other schools I visited in Bedford, I learned about the school's "positive phone calls", which meant that at the end of the day, the school rang the parents of children, who had done something great to another classmate or had behaved especially well. In this way, the school acknowledged the students for their ways of showing different talents in school. Methods as the "positive phone calls" can influence the childrens' understanding of themselves and can make them feel good in school, which is very important and fundamental for their learning.

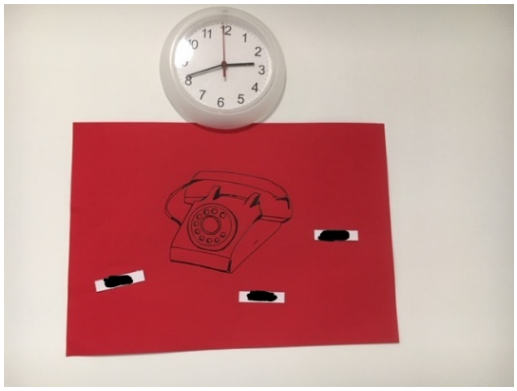
Gitte W. Nielsen - Teacher, Holbergskolen

I skoleåret 2017 deltog Holbergskolen i første runde af Erasmus-udvekslingen 3T mellem England, Finland og Danmark. Det var en spændende oplevelse, som satte tanker og refleksioner i gang om egen praksis.

En af de refleksioner vi ofte havde var, at vi i Danmark måske ikke altid er så gode til at fremhæve eleverne over for hinanden - både når de præsterer ekstraordinært, men også de elever som altid bare gør det godt. Dette ville vi gerne forsøge at dyrke noget mere. Gennem 3T projektet havde jeg hørt om "The positive phone call", som blev brugt på en af de skoler, vi besøgte i Bedford. Ideen i det er, at lærerne på skolen hver uge nominerer de elever, som har præsteret "above and beyond expectations". En fra skolens ledelse ringer så om fredagen til de pågældende elevers forældre og overdrager dem begrundelsen for nomineringen. Ved afslutningen af hvert semester har skolen så en lodtrækning, hvor de elever, der i den forgangne periode har fået et positivt opkald, kan vinde præmier.

Denne måde at fremhæve eleverne tiltale os, fordi det blev meget konkret, og fordi vi så en mulighed for samtidig at styrke klassefællesskabet ved at have en social dimension med i vores vurdering, når vi nominerede eleverne. Vi ønskede dog først at afprøve det i en lidt mindre skala, og vi besluttede at starte i en enkelt klasse. På denne måde behøvede vi ikke inddrage hverken ledelsen eller vores kolleger, men kunne gå i gang relativt hurtigt. Nogle af vores bekymringer inden gik bl.a. på, om der ville opstå jalousi blandt eleverne, om de ville være ligeglade med nomineringerne, og ikke mindst hvordan forældrene ville tage imod tiltaget. Ville de synes det var ligegyldigt at blive ringet op, eller ville de sætte pris på opkaldet?

Vi begyndte med, at min klasselærermakker og jeg holdt en møde, hvor vi talte om, hvordan vi skulle starte det op. Vi blev enige om sammen at introducere tiltaget for eleverne og samme dag skrive en mail til forældrene, hvor vi forklarede vores mål og intentioner. Vi hang samtidig en stor tegning af en telefon op på væggen, hvor navnene på de elever, som fik et opkald, skulle hænge i den efterfølgende uge. Vi ville samtidig holde en logbog over, hvem der blev nomineret og hvorfor. Det var vigtigt for os, at eleverne forstod, at det både kunne være fagligt man gjorde noget ekstraordinært, men at det i lige så høj grad også var det sociale der talte. Derfor valgte vi også, at den præmie de kunne vinde skulle være en præmie til klassen, så det kom fællesskabet til gode.



I starten oplevede vi en del skepsis fra vores kolleger. De synes det lød tidstungt og, som nævnt, ikke særlig dansk. Eleverne derimod tog med det samme positivt i mod det.

Indtil nu er vores erfaringer, at tidsforbruget slet ikke er så stort, som frygtet. Vi bruger et par minutter hver fredag på at drøfte, hvem der skal nomineres og derudover endnu et par minutter på hvert opkald. Vi oplever hver gang, at forældrene bliver utrolig glade for opkaldet. Nogle bliver endda også rørte. Den efterfølgende mandag, når eleverne møder, går flere af dem hen og kigger på plakaten med navnene. Vi bruger desuden de første par minutter af første lektion på at fortælle hele klassen om begrundelsen for opkaldet. Vi oplever, at eleverne bliver utrolig stolte, og de øvrige elever er gode til at anerkende dem, der har fået opkaldet, og give dem et klap på skulderen. Der er derfor i det hele taget en god stemning omkring det og indtil videre ingen drillerier eller jalousi.

Alt i alt har vi indtil nu haft rigtig gode erfaringer med tiltaget. Ud over de positive sociale effekter i klassen og de positive reaktioner fra forældrene, øger det også vores egen bevidsthed om elevernes positive sociale og faglige ageren. Der er pt. tale om evt. at udbrede tiltaget til resten af årgangen samt præsentere det for årgangen over.

Helle Rodenberg – Teacher, Nørrebro Park Skole

Critical or not!

In Denmark, we are often very proud of our way to look upon everything in a critical way. Our pupils learn from a young age that they can question everything. We often ask them what they think and what they want to do. As adults, we are used to the same. Parent follow their children to school and take them right into the classroom where they stay until the teacher arrives and they ask many questions. Teachers keep questioning their heads(principles) and the system. This has its pros and cons. Is it about lack of trust? Is it because we know best? However, does it make us too negative?

Visiting Helsinki and Bedford I experienced a more positive atmosphere. They do not seem to complain as much as Danish teachers do (I know I only met few teachers). The parents leave the children at the gate or before that. The pupil councils that we talked to were not critical at all. That made us, the Danes, talk among ourselves. What kind of culture is that we have? It is good to be critical, to ask questions, but it is not good if we become too negative. That creates an unhealthy working environment.

I don't know what it is, but it seems as if the Fins are more content and calm about their work. Is it because they have more prestige in their profession? Are they more proud of their jobs? The English seems to be under a lot of pressure with long working hours and all the testing and surveillance, but still they seem to be very passionate and dedicated.

I makes me wonder whether we spend our working hours the best way, whether we have organized ourselves the best way.

I wish that all my colleagues had the opportunity to visit the schools that we have seen. I think that it would make them see their own working situation in a different light. Maybe it not so bad after all. I am not saying that everything is perfect in Denmark, but maybe our approach needs a little shaking up.

The other thing that has been on my mind is our approach to technology. Denmark has a "bring your own device" strategy. Everything is being digitalized. Children sit in front of the screen for hours in school and at home. They are "test pilots", because we do not know exactly what will happen to then, how it will affect them. Sometimes we seem uncritical here at my school. We never stop and ask ourselves whether this is really the right way, which we are choosing. Having visited Finland and England (I know that they choose different strategies in different schools) and knowing that they are doing okay, I want to discuss this matter at my school. It costs a lot

of money for the school to have BYOD. Could some of this money be spend in a better way? I am not against ICT. It makes so much sense to use it in many different ways. Why would you make your pupils write essays by hand? Isn't computers a part of the 21st century skills that children need? But is digitalized teaching materials better than the books? Are novels better to read on a screen? Not necessarily, I think. We need to discuss this more.

Martin Storm-Andersen - Teacher, Nørrebro Park Skole

Som afslutning på min deltagelse i projektet, vil jeg gerne dele disse overvejelser med jer.

Jeg mødte i den første del af udvekslingen en gruppe af meget engagerede og spørgelystne både briter og finner. Jeg må erkende, at jeg nok havde en lille reservation i forhold til, hvad udbytte man kunne få at udvekslingen. Jeg lod mig dog også inspirere af de to øvrige delegations entusiasme.

Efter endt forløb ser tilbage på en meget lærerigt forløb. Det jeg særligt ser tilbage på som skelsættende, er en oplevelse jeg havde med et medlem af den engelske delegation. Til feedbacksession i København angreb hun, den praksis hun havde set hos mig, for ikke at føre til læring hos børnene. Jeg var i første omgang meget skuffet og vred over at hun mente at kunne gøre sig til dommer over læring baseret på hvad hun havde oplevet i en time hos mig. Det blev derfor et mål for mig at jeg ville forstå hvorfor hun mente at hun kunne vurdere dette på så liden et grundlag. Jeg havde under opholdet i Finland, det held at tilbringe en hel dag sammen med hende. I løbet af denne dag forstod jeg at hendes fokus i høj grad lå på tilegnelsen af særlige algoritmer og færdigheder, op flugt af test for at tjekke at algoritmen var tilegnet. Om dette er en særlig britisk ting, kan jeg ikke endeligt udtale mig om, men det gjorde tydeligt for mig, hvori hendes anke mod det hun så hos mig, kunne ligge.

Da vores dag sammen i Finland var ved sin ende, bad jeg om jeg kunne få lov at undervise en af hendes klasser, når vi kom til England. Jeg var blevet nysgerrig på hvordan min kompetence-problemorienterede kontekstualiserede undervisning ville blive modtaget i en engelsk skolekontekst, som var præget af et andet fokus.

I Bedford fik jeg så muligheden for at undervise. Det var desværre blot 20 min jeg fik, så jeg måtte komprimere forløbet en del. Undervisningen gik på at undersøge sammenhæng mellem overfalde areal og vægt på et papirfly, ved gradvist at afkorte flyet. Aktiviteten var en, en af mine gamle 9. klasse elever havde fundet på i forbindelse med et modelleringsforløb.

Elverenes paratviden om de faktorer, der spiller ind i undersøgelsen, var bemærkelsesværdig god. Tilsvarende bemærkelsesværdigt var det, hvor fremmed det var for dem, at blive inddraget i selve formuleringen af problemet/undersøgelsen. Spørgsmål som: Hvor mange kast skal vi lave med hver flylængde? Hvordan skal flyet se ud? Hvad gør vi, hvis vi flyet ikke følger en lige linje. Hvordan måler vi så det op?

Konkluderende for oplevelsen vil jeg gerne påpege hvordan de to hhv danske og engelske system faciliteter forskellige læringer, men også forskellige værdier og normative for god undervisningspraksis. Jeg tager fra oplevelsen både en dybere forståelse for min egen praksis og hvordan den danske skolekulturs værdier og normativer påvirker den. Men jeg tager også med mig, min oplevelse af de engelske elevers omfattende paratviden og hvordan den måde deres værdier for undervisningspraksis, giver dem en anden indgang til den kompetenceorienterede undervisning. Jeg vil i min praksis fremadrettet forsøge at implementere.

Malthe Bo Niemann – Teacher, Nørrebro Park Skole

Når man tager til udlandet for at se andre fagprofessionelle gøre det de er bedst til, er det en naturlig ting dels have forventning, men også forud indtagelser om, hvordan tingene foregår "abroad". Det jeg var meget interesseret i, var dels, hvordan IT blev udnyttet, men jeg begyndte hurtigt at interessere mig for, hvordan lærerrollen blev defineret forskelligt fra land til land.

Først og fremmest var det en ufattelig interessant oplevelse at høre andre, som ikke umiddelbart har det vilde kendskab til Danmark og den måde vi driver skole på, undre sig over vores til tider blinde tillid til børnene og deres kunnen, men også deres modenhed. Det fik mig helt klart til at stille spørgsmålet – stoler vi for meget på vores børn? Umiddelbart synes jeg det ikke, men det er en interessant diskussion at have – hvor stor en grad af frihed skal man overlade til børnene og hvor stor en grad skal læreren styre. Det var grænsende provokerende at høre lærere, som nærmest stillede spørgsmålstegn ved, hvor lidt "reel" undervisning de danske lærere foretog sig – men måske er det egentlig et godt spørgsmål at diskutere. Hvordan sikrer vi os, at vi ikke bliver for fokuserede på en undervisning, hvor fokus ligger på børnenes egen konstruktion af læring, fremfor den konstruktion vi kan give dem? Jeg tror, efter en del eftertanke, at det er vigtigt at finde en balance. Jeg er helt sikker på at vi til tider har en tendens til at være *for* frie i vores fortolkning af lærerens rolle. Der er ingen tvivl om, at jeg synes, at lærerenes rolle bør være en mentor fremfor en mesterlærer eller instruktør, men der er helt bestemt gode sider ved begge lærerroller, som jeg mener, at vi bør tage med i vores overvejelser om vores rolle i klasserummet.

Besøgene i henholdsvis Finland og England skærpede blot min opmærksomhed på lærerens rolle. Det var interessant at opleve en lærerrolle, som mindede så meget om vores egen i Finland, men hvor respekten omkring læreren var en helt anden, end vi ville opleve den fra samfundets side i Danmark. Det er desværre ikke umiddelbart en respekt, som vi kan transferere til samfundet i Danmark – det bedste vi kan gøre, er at gøre os fortjent til respekt lokalt, ved at være dedikerede undervisere, som også er "caretakers". Sidstnævnte virkede det som om finnerne negligerede eller i hvert fald havde negligeret gennem lang tid. De var generelt bekymrede for, hvordan deres elever havde det og det samme gjorde sig gældende i England. Et ekstremt fokus på ordentlighed, respekt, disciplin og god gammeldags takt og tone kendetegnede et system, hvor det føltes som om, man til tider var trådt ud af en tidsmaskine og landet i en tid, hvor lærere gjorde krav på en helt anden respekt end i dag. En ting, som mange lærere i Danmark kunne lærere noget af, var den ordentlighed hvormed lærerne gjorde

deres arbejde – de var grundige i alt, hvad de gjorde og alt fra fremlæggelser til elevproduktioner, blev taget alvorligt, evalueret og givet feedback på.

Aeshah Jawed – Teacher, Nørrebro Park Skole

I have participated in the Erasmus 3T project and I have learned a lot. Visiting schools in Helsinki and in Bedford has made me reflect on my own practice as a teacher. Some of the things that I would like to implement in my school Nørrebro Park Skole is the close connection between the head and the student council. At Livingstone School the head had weekly meetings with the student council. This is a great opportunity for the pupils to be seen and heard by the head of the school, which I believe has a positive influence on their commitment to school.

As a teacher I believe in reinforcing positive behavior in the classroom. During my stay in Bedford I have seen several teachers doing just that, but with a greater emphasis. This is something I am very inspired by and I will be doing more of that in my own class in the near future.

I will implement the 'star system' in my class which is a huge part of the English classrooms. I will use this as a tool to boost the pupils reading motivation together with different strategies and activities.

I have also started using technology in my English lessons in a way that it supports the pupils learning outcome. This is one of the things that I learned and thought of doing in the beginning of the Erasmus 3T project.

I have also become more aware of the top pupils in my class and how I should challenge them so they keep being motivated.

Intercultural competence is an important part of teaching a foreign language. In my own personal experience I have been a mediator between two cultures growing up and I learned this tool from my parents and my teachers.

Now that I've seen the Finnish and English schools, I am able to teach my pupils a bit about the different cultures in the Finnish and English schools.

Being a part of the Erasmus 3T project has also enabled me to have penpal collaborations with a Finnish and two English teachers. This penpal project will also enhance the pupils intercultural competence and their awareness of different cultures.

I have realised through the Erasmus 3T project that the Danish schools are not the same and they are different from each other. While visiting schools in Helsinki and Bedford it enabled the teachers to have conversations about the Finnish and the English schools, but also about the Danish schools. As a Danish teacher I believe my pupils will also gain a lot from visiting and collaborating with other pupils in Denmark. This has led me to have a future collaboration with

a Danish colleague who also participated in the Erasmus project. He works at Katrinedals Skole and we have also extended this collaboration between other members in our teams.

I would like to conclude this paper by stating that it has been a good learning experience being a part of the Erasmus 3T project.

Gitte Kærsgaard Philipson – Teacher, Katrinedals Skole

Having been a part of the Erasmus project I have already changed some things in my daily teaching and I have been discussing the things I saw in England and Finland with a lot of colleagues at my school. We made a presentation for all the teachers, and they had a lot of questions and comments. I think it is important to involve the whole staff and introduce them to some of the things we found interesting.

In Finland I did not see much use of technology, but I found the work implementing it at Innokas very inspiring. The networking and the very structured way of working in the field was great. I was inspired by the schools also, their teaching of crafts and the facilities. We had that in Denmark, but somehow we lost a lot of the manual work. Everything is about digital skills these days. And the sauna experience and finish dinner at home was very special.

In England I went to three schools this time. This was a perfect amount of visits. Biddenham has implemented some of the things they learned from Denmark and I love their new building and the space. At Castle Newnham I met very inspiring students and teachers. I loved their staff meeting in the morning, their tutor time and the warm relationship between teachers and students. At Sharnbrook the staff was dedicated and worked long hours, but they had so much focus on teaching to the test. Teachers assistants or a second teacher in the class was very helpful. Time is an issue at schools in all of the countries. Teacher preparing takes a lot of time, maybe we should rethink the whole concept.

I had a wonderful British dinner at Jenny's home and I think this adds an extra dimension. You get to know each other and the culture better.

What I liked better about my second visit to Bedford is the fact that relationships take time. Now I have good contacts and I hope to be able to do a student exchange very soon. The WhatsApp group keeps us updated and we will continue our professional and personal relationship.

Rasmus Kærgaard Sørensen – Teacher, Katrinedals Skole

"Hvorfor skal vi lære det her og hvad skal vi bruge det til"? Det er et spørgsmål jeg er blevet stillet rigtig mange gange, både af små og store elever. For mig er det et naturligt spørgsmål og vigtigt at svare på, hvis det ikke er tydeligt for eleverne. Mine svar kunne være, at "Det skal du

lære så du kan beregne hvor langt en bil kan køre på den mest miljørigtige måde" eller "Man skal kunne arbejde med geometriprogram hvis man vil arbejde som arkitekt"

Jeg spurgte en engelsk kollega om hun nogen gange blev spurgt om det samme af hendes elever. Det svarede hun nej til, men hvis hun fik spørgsmålet ville hun svare "Det skal du lære for at kunne, for at klare dig så godt som muligt i den næste prøve".

Den danske folkeskoles formålsparagraf lægger op til, at vi ikke bare uddanner vores unge mennesker, men også danner dem og gør dem klar til at leve og agere i et demokratisk samfund, som gode samfundsborgere.

Jeg er rigtig glad for vores formålsparagraffer og ser det som et privilegie at være med til at hjælpe vores unge mennesker den vej. Da vores engelske kollegaer efter deres besøg på vores skole i Danmark, og med dybeste respekt fortalte os, at de ikke syntes vi underviste særlig meget, når vi var sammen med vores elever i timerne, blev jeg forundret og en lille smule provokeret. Men efter mit besøg i Bedford kunne jeg bedre forstå hvorfor de mon tænkte sådan.

Jeg så desværre kun meget lidt undervisning og det skal jeg selvfølgelig have i bevidstheden, når jeg vurderer mine engelske kollegaers praksis. Udover det, ville en efterfølgende didaktisk samtale også have givet en bedre forståelse af hvad der lå til grundlag for lige præcis den undervisning jeg så. Det jeg observerede var en undervisning hvor læreren var i centrum. Det var læreren der stod ved tavlen, fortalte eleverne hvordan de skulle løse opgaven og efterfølgende fik de 7 minutter til at løse den, hvorefter læreren viste svarene, så eleverne kunne rette deres opgaver. Derefter forklarede læreren i ny opgave og samme rutine forsatte i det meste af 1,5 time. Der var ingen tvivl om at eleverne var med på premisen, de vidste hvad de skulle og hvad der blev forventet af dem. Ingen stillede undrende spørgsmål, hverken lærer eller elever. Jeg savnede de åbne spørgsmål, der lægger op til, at der ikke er et korrekt svar, men åbner op for at få elevenes refleksioner sat i scene og lade dem af egne veje nå frem til facit.

Under mit besøg i Bedford forstod jeg nu bedre hvad de mente, når de sagde at de i Danmark ikke syntes vi underviste lige så meget når vi var sammen med vores elever. Jeg tog det derfor op med en af mine engelske kollegaer og vi fik en større forståelse for hinandens praksis. Jeg fortalte om hvordan vi i det danske skolesystem har fokus på at udvikle vores elevers kompetencer og derfor praktiserer i højere grad de åbne opgaver og spørgsmål. Min engelske kollega kunne fortælle, at deres tilgang med lukket opgaver og svar, hjalp eleverne i forhold til at kunne bestå de mange prøver med fokus på et bestemt facit, som eleverne skulle igennem. Dette eksempel synes jeg fint viser, hvor vigtigt det har været at vi har besøgt hinanden i de tre lande. Det har skabt en godt grundlag for at forstå hinandens praksis og i hvilken retning vi vil med vores unge mennesker i forhold til at gøre dem klar til den verden der venter dem efter skolen.

Julie Kyllesbech – Teacher, Katrinedals Skole

Finnerne ligger i toppen i PISA undersøgelsen og mange danske politikere – uanset overbevisning - refererer ofte til Finland og den Finske model, når de skal pege lande som formår at have et skolesystem, der virkelig "batter". Derfor var det interessant og spændende at få mulighed for se, hvad det er de kan i Finland, som giver dem så gode resultater. Hvad gør de anderledes? Og hvad er de bedre til end i Danmark? Det var nogle af disse spørgsmål jeg havde en forventning om at få svar på, da jeg en tidlig morgen i september stod i Københavns Lufthavn med kurs mod Helsinki i Finland som en del af den Danske delegation i udvekslingsprogrammet.

Det første der mødte mig, da jeg trådte ind på skolen i Helsinki var en bemærkelsesværdig ro og så den særlige arkitektur som skolen havde. En arkitektur som understregede at der ikke manglede ressourcer. Derefter var det mødet med nogle meget høflige skoleelever, som skulle vise os rundt på skolens område. Området var kæmpestort og grænsede op til en skov, hvor eleverne også havde mulighed for at færdes inden for et afmærket område. Skolen havde egen svømmehal - med sauna naturligvis.

Noget af den undervisning som jeg fulgte, foregik i mindre hold. Denne holddeling havde man på bestemte tidspunkter i løbet af dagen. Deres undervisningsmateriale havde gode differentieringsmuligheder. Jeg så blandt andet en matematikbog for 2. Klasse hvor der på hver side var 3 ens opgaver, men med 3 forskellige sværhedsgrader.

På skolen havde man specialklasser med børn som havde så store udfordringer, at de ikke ville kunne indgå i en normal skoleklasse. Den klasse som jeg besøgte bestod af 8 børn med særlige diagnoser eller forskellige indlæringsvanskeligheder. Netop dette fik mig til at reflektere meget over om, vores egen model i Danmark, hvor det er besluttet fra politisk hold at børn med diagnoser, skal inkluderes i en almindelig folkeskole, virkelig er den bedste løsning – og om det i virkeligheden er en gevinst på den lange bane. Personligt tror jeg det ikke.

Den undervisning jeg så var systematisk bygget op om lærebogssystemer, med øvelser som oftest var differentierede eller gik ud på at løse en opgave i makkerpar. I alle klasser var bordene placeret så man sad to og to i rækker. En del af undervisningstiden gik også på overhøring af lektier Læreren sad meget bag sit kateder og jeg oplevede ikke at der blev lagt op til større gruppearbejde, projekter eller levende samtaler for den sags skyld. Jeg så meget lidt af den mundtlige dimension i undervisningen.

Der er ingen tvivl om at det finske undervisningssystem er meget fag fagligt orienteret. Og at de har et skolesystem med rigelige ressourcer, som gør det muligt at levere undervisning af høj kvalitet. Mit indtryk er, at finnerne i langt højere grad tænker undervisningsdifferentiering og har tænkt over de faktorer som er åbenlyse for at man som lærer kan tilgodese alle elever. Derimod så jeg ikke, at der blev arbejdet med elevernes personlige og sociale kompetencer, som der jo lægges meget vægt på i den danske folkeskole. Måske er det i højere grad lagt ud som et forældreansvar? Måske er det nogle kompetencer, som børnene selv tilegner sig i deres fritid? Finske skolebørn har i højere grad langt mere fritid end danske skolebørn.

I Danmark forgår en stor del af børnenes fritid i institutioner, fritidshjem, SFO o. lign. og så skal man også medtage den noget længere skoledag for danske børn. De finske børn har så til gengæld flere lektier, som de arbejder med efter skole.

Så hvad var anderledes? Udover det jeg allerede har nævnt med undervisningsdifferentiering, så er der nogle helt grundlæggende forhold som jeg ser er anderledes og til en vis grad bedre en vores danske model. Der er f.eks. gratis skolemad til alle, hvilket sikrer sund og alsidig kost. Som jo er et af fundamenterne for god læring. En bil uden benzin i tanken kører bare ikke særligt godt! Skolen er i øvrigt gratis, og finansieret gennem skatten, ligesom i Danmark.

Et andet og ret væsentligt forhold, som jeg mener har indflydelse på hele opfattelsen og respekten om lærergerningen er, at de finske lærere er akademikere.

Jeg fik fortalt at det er ligeså svært at blive skolelærer i Finland som det er at blive advokat. Kun 1 ud af 8 ansøgere kommer ind på den finske læreruddannelse. Det tror jeg er med til at give en samfundsmæssig respekt og anerkendelse, hvilket betyder at læreren i højere grad er en autoritet, som jeg tror anerkendes i højere grad af både børn og forældre.

En ting som jeg dog synes vi gør godt i Danmark er den store grad af teamsamarbejde, som vi udøver. Det gør sig gældende både i lærerteams, men også i undervisningen, hvor eleverne i højere grad end i Finland sættes sammen i projektgrupper og skal løse en fælles opgave inden for nogle givne rammer. I Finland kan man som lærer, sådan set gå et helt arbejdsliv uden fagligt at engagere sig nævneværdigt med sine kollegaer.

Konklusion: Overordnet ser jeg en model i Finland som positivt adskiller sig fra den danske på følgende områder; Der er markant flere ressourcer til både differentieret undervisning og til grundlæggende materialer og læringsmidler. Og så er der en dybereliggende respekt for lærergerningen i det finske samfund, som jeg tror på mange måder, fjerner mange af de udfordringer som vi tumler med i det danske skolesystem.

Det har været enormt spændende og lærerigt at deltage i udvekslingen og jeg gør det gerne igen, hvis jeg skulle få muligheden.

Dorthe Bakfeldt - Teacher, Katrinedals Skole

Jeg har deltaget i 2018-projektet med stort udbytte. Endnu er det dog så tæt på, at varige spor er udefinerede, men følgende er de tanker og idéer, jeg på nuværende tidspunkt har taget med mig. At der var tre lande involveret havde stor betydning for udbyttet, idet vi med vores forskellige baggrunde observerede og opdagede meget forskellige ting. Det gav anledning til mange meget spændende samtaler og diskussioner – en effekt man ikke havde kunnet opnå med kun to deltagende lande. En positiv sideeffekt var, at vi også indenfor egen kommune havde givende samtaler og udvekslinger og der er allerede aftale om besøg og idéudveksling. Selv lokalt er der store forskelle. Projektet startede for mit vedkommende med besøg i Danmark, hvilket var en stor faglig oplevelse og udfordring. Hvordan viser man kernen af både

sin egen skole og den danske folkeskole på en enkelt dag? Hvordan fortolkes de små udsnit, der kan vises? Den afsluttende evaluerende samtale viste, at vores gæster havde fået vældig fin indsigt i det danske skolesystem og i vores skole, og de stillede gode og relevante spørgsmål til vores praksis.

Nogle af disse spørgsmål viste også, at et dagsbesøg ikke kan give et udtømmende billede og at der derfor selvfølgelig også var visse mis-opfattelser af, hvordan ting gøres og ikke gøres i danske skoler. I Helsinki var jeg især optaget af strukturelle forskelle, der ikke let lader sig overføre til danske forhold, som f.eks. omfanget af praktisk-musiske fag helt op i udskolingen. Det mest bemærkelsesværdige var for mig, at både elever og lærere virkede væsentligt roligere og mere ustressede, end jeg oplever det i dk og senere så i Bedford. Denne ro udspringer måske af generelle kulturforskelle men jeg tror også, at den helt grundlæggende tillid, der i Finland er til skolen, spiller en stor rolle. Samfundet som helhed har tillid til skolen, stat og kommuner har tillid til skoleledelserne og ledelserne har til lærerne.

I Bedford var forskellene fra dk større - skolernes organisering, klasseværelsernes indretning, testsystemet etc. Jeg var især begejstret for de noget lavere klassekvotienter og for den store brug af teacher's assistents. En ekstra person i klasseværelset, der løser både praktiske og pædagogiske opgaver, frigiver meget tid. Denne tid blev blandt andet brugt til løbende feedback på elevernes arbejde i et omfang, som jeg gerne ville have mulighed for at give mine elever. Efter besøgene i Helsinki og Bedford har jeg forsøgt at indføre små glimt af mine indtryk. Lidt flere stilladserende tiltag i undervisningen og opslag på væggene (UK) og større påpasselighed med at skabe rolige dage for eleverne, hvor lærernes travlhed ikke forplantes til eleverne (FI).

Besøgene handlede naturligt meget om, hvordan skolerne og undervisningen organiseres i de respektive lande, hvilket naturligt vil være det der optager i første fase af en udveksling. Jeg kunne nu tænke mig at gå dybere ind i HVAD vi lærer eleverne i de tre lande og hvorfor. Hvilke overordnede mål har vi for vores arbejde, hvordan afspejler disse mål den nationale kultur og hvilke ligheder er der? Hvilken rolle spiller 21st century skills i Finland og England? Er elevernes undersøgende og eksperimenterende læreprocesser slet ikke i spil i England, eller så vi dem bare ikke?

Pia Skovhede Jepsen – Teacher, Oehlenschlægersgades Skole

Jeg har været i den heldige situation, at jeg har besøgt Bedford og Finland to gange. På mit andet besøg i henholdvis Finland og Bedford fik jeg mulighed for at følge en lærer en dag. Selvom jeg ikke forstår finsk, havde jeg en naturlig forståelse for det der foregik i undervisningen i både Finland og England. Og nogle gange tog jeg mig selv i at sidde og trække på smilebåndet, fordi det kunne lige så godt havde været hjemme i mit eget klasselokale. Besøgene i alle tre lande har givet mig en del refleksioner om min egen undervisningspraksis og den danske lærers relation til eleverne. Noget jeg før har taget for givet, værdsætter jeg i dag. Jeg er i forløbet blevet klarover, at mine forventninger til eleverne og omvendt ikke er en

selvfølgelighed. Tilliden er en del af den danske kultur, og det er noget vi ubevidst arbejder med hele tiden. Hver lands kultur har en stor betydning for landets skolesystem.

Som IT vejleder har jeg været optaget af teknologien i undervisningen. Min konklusion er at måden vi anvender teknologi i undervisningen er forskellig fra skole til skole i det samme land og fra lærer til lærer på den samme skole. Vi har alle behov for at revurdere, hvordan vi bruger teknologi i læringsprocesserne. På min skole skal vi igang med et forløb, hvor vi sætter didaktiske diskussioner i gang om, hvordan, hvornår og hvorledes teknologien kan fremme elevernes læringsproces. I alle tre lande har vi stadig diskussioner om mobiltelefoner skal samles ind eller ej, hvor meget tid er godt for børn at sidde foran en skærm og om interaktive tavler er brugbare. Istedet for at have didaktiske diskussioner om, hvornår, hvordan og hvorledes teknologien kan gøre en forskel i en læringsproces og i inklusionen. Teknologien bliver en selvstændig ting istedet for et integrede læringsredskab som vi forholder os til, når det giver mening.

Forløbet har været med til at ændre min måde at structure min undervisning på til både min og elevernes store gælde.

Projektet har på vores skole medført lærerudveksling med Bedford School. Jeg har i den forbindelse haft besøg af en lærer, som gerne vil se, hvordan vi arbejder med eleverne i Kongelunden (et ude areal som skolen anvender en gang om ugen). Læreren var med en dag og vi havde en masse gode didaktiske diskussioner om undervisningsforløb i naturen. Vi udvekslede ideer og snakkede en del om læringsmål ved f.eks. at tage eleverne med ned til stranden og lave sandslotte. Eleverne skulle selv finde ud af, hvordan de bedst kunne konstruere et sandslot der var højt, bredt og der skulle kunne trille en kugle ned af slottet. Eleverne skulle måle højde, længde og brede på sandslottet. Når vi stod der sammen og snakkede om undervisningsforløbet og elevernes arbejde, var der ikke var der ikke den store forskel på at undervise elever på en strand I Kongelunden som at undervise elever i en skov ved Bedford.

Mette Poulsen – Teacher, Oehlenschlægersgades Skole

Jeg har de allerfleste steder oplevet en virkelig god stemning elever og lærere imellem – trods det på overfladen meget formelle system, var der også en meget uformel tone og en god relation. Jeg har set lærere investere en stor del af deres egen personlighed i deres undervisning og skole. Det kunne fx være at der var lavet en 'I love to read'-væg, hvor lærere havde skrevet om en bog, der havde gjort et særligt indtryk på dem, der var en 'Career'-væg hvor man kunne se, hvor lærerene havde studeret – endda med graduation-billeder. Jeg så lærere indtage deres lokaler både med den obligatoriske udsmykning, men også med personlige billeder i deres hjørne af deres klasselokaler.

Jeg har set virkelig godt udnyttet undervisningstid. Jeg oplevede, at der ikke var meget spildtid og at der ikke var nogen som helst tvivl om, hvad de var fælles om: undervisningen. I Danmark – og i min egen praksis – er vi fælles om en helt masse ting – en helt masse gode og også mindre

gode ting. Mange ting fylder - og får lov at fylde. Jeg kan godt blive meget inspireret af den måde at udnytte tiden på og at gemme, eller udskyde, ikke-faglige relevante emner, spørgsmål, konflikter.

Jeg så desuden flere steder, at der var oprettet trygge og hyggelige områder, hvor man kunne søge hen, hvis man havde brug for ekstra omsorg eller nogle problemer der krævede en voksens tilstedeværelse – en form AKT-arbejde med et særligt område tilknyttet. Dette fandt jeg meget inspirerende og anvendeligt i en dansk kontekst – noget jeg godt kunne mangle i min dagligdag som et tilbud til flere af mine elever – og skolens elever generelt.

Jeg så store elever agere meget på egen hånd – ment på den måde, at de tidligt i deres skoleforløb selv skal tage stilling til, hvilke fag de gerne vil går til afsluttende eksaminer i og derfor ikke nødvenligvis er sammen med de sammen klassekammerater i løbet af en skoledag. Eleverne er på farten og tager selv ansvar for at komme fra den ene time til den næste. Eleverne flytter sig meget i løbet af en skoledag og kommer dermed 'på besøg' i lærernes lokaler. Eleverne skal altså indfinde sig i den orden, som hersker i lige netop dette lokale men lige netop denne lærer. Jeg ser det som en meget stor kontrast til min praksis, hvor jeg er den der kommer 'på besøg' hos børnene. Jeg skal indtage deres rum, jeg skal ind på deres enemærker. Man kan sige, at det måske også er lidt ensomt for de engelske skolebørn og at der også må være hårdt at være lidt på farten en hel lang skoledag – men jeg kan samtid godt lide den ansvarsfuldhed der følger med.

Jeg var ret vild med den tutor-tid, der flere steder rammesatte børnenes skoledag – hvor de mødtes med deres tutor-lærer, en slags klasselærer, og hvor, alle de ikke-faglige ting kunne ordnes. At det så kunne kamme lidt over i noget kontrol er lidt ærgerligt. Men jeg finder det interessant at inddele sin tid på denne måde.

Jeg oplevede til gengæld ikke en eneste lektion, hvor der ikke i et eller andet omfang blev talt om enten test eller eksamen – et noget trættende argument for læring.

Jesper Raae - Teacher, Oehlenschlægersgades Skole

As a participant of the Bedford/Finland/Copenhagen Exchange program I have experienced that the educations system in the three countries are heavily influenced by national character and cultural differences. The Finnish system is a good example of a system based on science and slow changing process with a lot of mutual respect shared by politicians, teachers, heads and parents alike. As a visitor you get the sense that everybody has agreed upon the fact that education is extremely important, that the aim is to give pupils and teachers the best possible conditions and that the funding is very reasonable. The Finnish pupils appears to be a very homogenous group and the classroom management of the Finnish teachers makes it a very efficient system were time is use very efficient and every minute is used to educate the children. The cultural difference makes it very difficult to transfer teaching practice without adaptation as the lessons, cultural context and working conditions for pupils in both Finland and Bedford is very different from Copenhagen.

For a number of reasons, it is difficult to transfer teaching practice from Bedford and the Helsinki area into Danish classrooms without massive adaptation. The Danish education system is constantly undergoing several reforms and after including special needs into children in without the appropriate funding in a massive scale it is abundantly clear that Danish teaching conditions are very different than those of Britain and Finland. It also appears that i.e. teaching style and classroom management varies a lot more from school to school and even from classroom to classroom depending much more on the philosophy of the teachers, headmasters and schoolboards and the combination of pupils and parents in that particular group. Danish national curriculums are far less comprehensive than the English and Danish teachers can much more freely choose between various teaching methods, settings and can improvise almost without limits if it is considered to be beneficial to the children. These are in my view some of the mayor advantages and obstacles when you are transferring teaching practice from England and Finland to a Danish context.

Throughout this exchange it has been a pleasure and an inspiration to work with international oriented colleagues from Finland and England and it is nice to see teachers and heads that are starting to include 21th century skills in the planning and teaching. Teaching staff in all three countries face a lot of the same challenges and possibilities when it comes to new technology. Society are changing rapidly and family and social structures are changed after the introduction of iPhones and teenage interactions in and out of school are changing according to the lasts online fashion i.e. Fortnite, snapchat, Pokémon Go or the latest Youtuber. This gives teachers amble opportunities to develop teaching and endless challenges with pupils shorter and shorter focus span. This is one of the areas where I need to hear the share the experience with teachers in both Finland and England.

There has been a billion small tricks of the trade that has been easily transferable and that the contact with England has already resulted in teachers being exchanged with English school, an pupils English/Danish video quiz and books from the English curriculum being introduced into Danish classrooms and a lot more. Even more importantly it has given a strengthen awareness of the great things about the Danish education system project based teaching, PE as a part of others lessons, leaving the school and teach in other settings, doing projects that are more relevant for the pupils and less dependent on the curriculum and the freedom to choose the teaching method that are most beneficial for the children and after these succession of exchanges I am more eager than ever to test the limits of that freedom of method.

If you wish to get in contact with any of the teachers who have modelled transferable practice here is a list of their e-mails and areas of interest.

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Finnish section

Introduction to Finnish section

It has been an absolute honour to be part of the Erasmus 3T professional learning community with educators from Denmark, United Kingdom and Finland. For me the possibility to take part in this journey has been priceless, because it has been the first international project which I have coordinated during my career. Our main focus was to examine similarities, differences and the transferrable practices from a perspective of culture, school, teacher education and teacher's professional identity. In visiting destinations, the reflection was done both nationally and internationally. This 2-year collaboration has been rewarding to myself and all Finnish teachers and has broadened my cultural understanding and awareness in every aspect. My experiences could be summed into three issues: (1) European diversity in collaboration, (2) education and teacher's professional identity and (3) the tools of a developing work community.

1. *European diversity in collaboration*

My previous experiences on international collaboration have mainly concentrated on China and US and therefore, since we all are European, I expected only very few cultural differences to occur in this project. Things turned out very differently, because each country's ways to collaborate and communicate often evoked smiles and even gritted teeth. During this project I have learned a more relaxed attitude from the Danes. Things tend to turn out alright even if one doesn't control and perform pedantly. The Brits, in turn, have enriched my communication both nationally and internationally. I have learned to find the key point from long polite messages and my feeble email communication, particularly typical for Finns, has broadened with different kinds of positive adjectives. Who would have thought of that?

2. *Education and teacher's professional identity*

During the project we visited each country twice. During the first visits, attention was drawn to the school context and teacher education of each country and only during the second visit were we able to truly dive deeper and enhance our understanding of teachers' professional identity. In each country the teachers and students value teacher's work but comparing to Denmark and UK we Finnish teachers are constantly held with stronger societal appreciation. Even though the public debate lashes out our profession from time to time, teacher's work is considered to be important and teacher education has retained its place as a popular post graduate study option. The reason for this must be the exceptionally high-quality teacher education that should not be exposed to any further cuts of euros or contact hours. The solid theoretical competence provided in teacher education enables one to modify teaching methods and pedagogical approaches in line with the needs of each teaching group and learner.

On the second round I was particularly pleased when I got to observe the teacher training at The Bedford University. During the lessons the students discussed about equality in education and dreamt about an educational pathway on which the students could proceed based on one's skills instead of family background. While sitting on the back of the class I wondered that the students are painting an ideal picture of a society where everybody has an equal opportunity to succeed. Can I or any Finn in general always appreciate our particularly marvelous

comprehensive school and all those paths from which we can choose our own from? I just wish that every member of our society could as widely as possible consider the impact it has to our society and its people on a life-long basis and therefore the decisions taken would not be made based on numbers or short-term findings.

3. *The tools of a developing work community*

The increase of teachers co-planning hours on weekly workload is not a trampling of the teaching profession but rather a matter of developing teacher-ship collectively on the good of the students. That is something we Finns could learn from Denmark and UK. During the visits we came across many good examples of maintaining and increasing the collaboration between students, teachers and parents. One particular example that I remember was from Castle Newnham School: A weekly knowledge/know-how sharing quarter. For 15 minutes a teacher, with weekly rotating shifts, shared a good practice or a professional piece/article etc. with other personnel. This practice was something I grabbed with me to the weekly meetings of University's Innokas-team. Once or twice a month each in turn presents a subject one wants to discuss. The subject is considered together, a team shared vision is built and sometimes we even get excited enough to further develop or invent new applications. In a scientific community this kind of activity will certainly help to increase understanding and open up new perspectives around the same thematics. I would like to express my most sincere gratitude and appreciation for all of you Finns, Brits and Danes who were part of this journey.

Kati Sormunen, Innokas Coordinator, Innokas Network, January 2019

Finnish teachers' perspectives

Kati Sormunen – Project Lead & Innokas Coordinator, Innokas Network, University of Helsinki

On ollut kunnia olla osa Erasmus 3T:n yhteisöä, johon on kuulunut opettajia Tanskasta, Iso-Britanniasta ja Suomesta. Henkilökohtaisesti mahdollisuus osallistua tähän projektiin on ollut minulle korvaamaton, sillä tämä on ollut oman työurani ensimmäinen kansainvälinen projekti, jota olen ollut koordinoimassa. Näkökulmanamme on ollut kolmen ollut maan yhtäläisyyksien, erojen ja siirrettävien käytänteiden tarkastelu kulttuurin, koulun, opettajan koulutuksen ja opettaja ammatti-identiteetin näkökulmista. Vierailukohteissa reflektointi tapahtui sekä kansallisesti että kansainvälisesti. Kahden vuoden yhteistyö on ollut minulle ja myös muille suomalaisille opettajille antoisaa ja kaikin puolin kulttuurista ymmärrystä ja tietoisuutta laajentavaa. Yhteistyöprojektista jää itselleni taskun pohjalle 3 konkreettista asiaa: eurooppalainen erilaisuus yhteistyössä, koulutus ja opettajan ammatti-identiteetti ja kehittyvän työyhteisön työkalut.

1. *Eurooppalainen erilaisuus yhteistyössä*

Aiempi kansainvälinen yhteistyökokemukseni on kohdistunut lähinnä Kiinaan ja Yhdysvaltoihin, jonka pohjalta odotin hyvin vähäisiä kulttuurillisia eroja tässä projektissa, eurooppalaisia kun ollaan. Toisin kuitenkin kävi, sillä kunkin maan yhteistyö- ja vuorovaikutustavat aiheuttivat usein hymyä ja välillä jopa hampaiden kiristystä. Tämän projektin myötä olen oppinut tanskalaisilta rennompaa lähestymistapaa asioihin. Asioilla on tapana järjestyä, vaikkei niitä kontrolloisikaan ja suorittaisi pedantisti. Britit ovat puolestaan rikastaneet viestintääni niin kansallisesti kuin kansainvälisestikin. Olen oppinut löytämään keskeisen asian pitkistä kohteliaista viesteistä ja erityisesti suomalaiselle tyypillisen niukka sähköpostiviestintäni on laajentunut erilaisilla positiivisilla adjektiiveilla.

2. *Koulutus ja opettajan ammatti-identiteetti*

Projektin aikana teimme kaksi vierailua kuhunkin maahan. Ensimmäisellä vierailukerralla huomio kiinnittyi kunkin maan koulukontekstiin ja opettajankoulutukseen, ja vasta toisella kerralla pääsimme aidosti syvemmälle ja lisäämään ymmärrystämme opettajien ammatti-identiteetistä. Jokaisessa maassa opettajat ja oppilaat arvostavat opettajan työtä, mutta verrattuna Tanskaan ja Iso-Britanniaan meillä suomalaisilla opettajilla on vahvempi yhteiskunnallinen arvostus työtämme kohtaan alati läsnä. Vaikka julkinen keskustelu aika ajoin ryöpyttääkin ammattikuntaamme, opettaja työtä pidetään tärkeänä ja opettajan koulutus pysyy suosittuna jatko-opintopaikkana. Syynä on varmasti poikkeuksellinen laadukas opettajankoulutus, josta ei soisi leikattavan enää yhtään euroa tai lähiopetustuntia. Koulutuksen mukana tuoma vahva teoreettinen osaaminen antaa eväitä modifioida opetusmenetelmiä ja pedagogisia lähestymistapoja kunkin opetusryhmän ja oppilaan tarpeiden mukaan.

Toisella kierroksilla olin erityisen ilahtunut siitä, kun pääsin seuraamaan opettajan koulutusta Bedfordin yliopistossa. Opiskelijat keskustelivat tunneilla tasa-arvosta koulutuksessa, ja

haaveilivat koulutuspolusta, jossa oppilas voi edetä taitojensa eikä perhetaustansa perustella. Itse pohdin luokan perällä istuessani, että opiskelijat maalaavat tuossa haavekuvaa yhteiskunnassa, joilla kaikilla on tasa-arvoinen mahdollisuus menestyä. Pystynkö minä tai suomalainen yleensä arvostamaan aina erityisen upeaa peruskouluamme, ja kaikkia niitä polkuja, joista voimme valita omamme? Toivoisin vain, että kaikki yhteiskuntamme jäsenet osaisivat katsoa mahdollisimman laajasti koulutuksemme vaikutusta yhteiskuntaamme ja sen ihmisiin koko ihmisen eliniän ajan, eikä päätöksiä tehtäisi numeroiden tai lyhyen aikavälin havaintojen pohjalta.

3. *Kehittyvän työyhteisön työkalut*

Tanskasta ja Iso-Britanniasta me suomalaiset voisimme kuitenkin ottaa oppia siitä, ettei opettajien yhteissuunnittelutuntien lisääminen viikkotyömäärään ole opettajan ammattikunnan polkemista, vaan opetuksen ja opettajuuden kehittämistä yhteisöllisesti oppilaiden hyväksi. Vierailujen aikana näimme nimittäin monia hyviä esimerkkejä oppilaiden, opettajien ja huoltajien välisen yhteistyön ylläpitämisestä ja lisäämisestä. Erityisen hyvin mieleeni jäi esimerkki Castle Newnhamin koulusta: viikoittainen osaamisen jakamisen vartti. 15 minuutin aikana viikoittain vaihtuva opettaja jakoi hyvän käytännön, lukemansa ammatillisen teoksen/artikkelin tms. muulle henkilökunnalle. Tämän käytänteen nappasin mukaani yliopiston Innokas-tiimin viikkopalavereihin. 1-2 kertaa kuussa vuorollaan jokainen esittelee aiheen, josta haluaa keskustella tai nostaa keskusteluun. Aihetta pohditaan yhdessä, rakennetaan tiimin yhteistä näkemystä ja joskus jopa innostutaan kehittämään eteenpäin tai keksimään uusia sovelluksia. Tieteellisessä yhteisössä tällainen toimintamuoto lisää varmasti ymmärrystä ja auttaa avaamaan uusia näkökulmia saman tematiikan ympärillä.

Lämmin kiitos kaikille mukana olleille!

Raini Sipilä – opettaja, Helsingin suomalainen yhteiskoulu, Helsinki

Mitä matkalta tarttui mukaan – Englannin ja Tanskan toimivat käytänteet osaksi suomalaista koulua

Vierailut molemmissa kumppanimaissa, Englannissa ja Tanskassa, ovat saaneet minut entistä enemmän pohtimaan lukemisen, äidinkielen ja kirjallisuuden opetuksen merkitystä yksilön ja yhteisön kannalta. Varsinkin Englannissa koulupäiviin tuntui kuuluvan runsaasti lukemista ja kirjallisuuden käsittelyä, ja lukemista myös eriytettiin tietyn kaavan ja lukulistan avulla. Tanskassa puolestaan oman äidinkielen opetuksen määrä on suuri verrattuna Suomeen (yläkoulussa 11 tuntia), ja silti se tuntui olevan useamman haastattelemani yläkouluoppilaan lempiaine koulussa.

PIRLS (Progress in International Reading Literacy Study) on kansainvälinen neljäsluokkalaisille tehty tutkimus lukutaidosta. Siitä huolimatta, että Suomessa äidinkielen ja kirjallisuuden opetusta on vähän verrattuna Tanskaan tai Iso-Britanniaan, Suomen tulokset ovat omaa luokkaansa. Miksi?

Muissa lukutaitoa mittaavissa tutkimuksissa käy ilmi, että lukutaidon parantajana koulun vaikutusmahdollisuudet ovat melko vähäiset koteihin verrattuna. Ainoa asia, mihin koulussa voidaan vaikuttaa, on päivittäisen lukemisen määrä. Näin ollen aiemman viikoittaisen lukutunnin sijaan luokassani luetaan kirjaa päivittäin, kirjallisuudesta keskustellaan ja luettuun tekstiin palataan uudelleen – yhdessä. Ajatus lukemisen tärkeydestä vahvistui englantilaislapsia katsellessa. Annoinpa aiheesta haastattelunkin (https://www.ywca.fi/jasenlehti/arkisto/2018/4%402018-11-29/index.html#/article/4/page/1-1).

Sekä Englannissa että Tanskassa pienet oppilasryhmät kierrättivät vierailijoita ympäri koulutaloa ja vastasivat kysymyksiimme. Viime vastavierailulla otimme omassakin koulussa käyttöön englantia taitavat oppilasoppaat. Käytäntö ei ole kuitenkaan juurtunut osaksi koulumme toimintakulttuuria, sillä vieraita on jatkuvasti ja monen maan edustajalle tuntuu olevan tärkeää, että juuri rehtori kierrättää heitä tutustumiskäynnillä. Kyse lienee myös siitä, että emme ole kollegan kanssa ottaneet asiaa esille riittävän ponnekkaasti. Kieltenopettajat treenaavat omia oppilaitaan esittelemään koulua opiskelemallaan kielellä, mutta useimmiten oppilaat opastavat toisia oppilaita, eivät arvovieraita.

Pidin tanskalaisesta Kristianin koulusta, jossa jokaiselle vuosiluokalle oli annettu vastuutehtävä. Iän myötä vastuutehtävät laajenivat ja kasvoivat, mutta aina sen mittaiseksi, että niistä saattoi selvitä. Minusta tämä oli lasta kunnioittavaa ja vastuunkantoa edistävää pedagogiikkaa. Myös meidän koulussamme on käytössä lähes samanlainen käytänne, tosin tehtävät eivät ole vastaavuudeltaan samaa luokkaa kuin Tanskassa (vessojen siivous, aterioiden pakkaaminen ja kuljetus, välituntitekemisten organisointi). Tuntuu, että meillä saadaan etuuksia sen sijaan, että jouduttaisiin tekemään ihan oikeaa työtä. Näkökulman vaihdos teki ajattelulleni hyvää.

En usko, että mikään käytäntö aivan sellaisenaan on siirrettävissä omaan kouluun. Uskon, että suomalaisella opettajalla on suuremmat mahdollisuudet vaikuttaa työnsä sisältöön ja tapoihin kuin tanskalaisilla tai englantilaisilla kollegoillaan, mutta muutos koko koulun tasolla vaatii aikaa. Lukemisen tärkeyteen havahtuminen, oppilaiden vastuuttaminen ja heidän kykyihinsä luottaminen vielä nykyistä suuremmassa määrin tulee olemaan tulevaisuuteni tehtävä.

Varsinkin englantilaisissa kouluissa nostetiin esille niitä oppilaita, jotka ovat ’vuoden osaajia’, ’vuoden tyttö- tai poikaoppilaita’. Kyvykkyys akateemisessa osaamisessa sekä taito- ja taideaineissa nostettiin voimakkaasti esille; yksilön osaamista ja menestymistä pidettiin hienona asiana. Suomessa asia on hieman toisin. Täällä osaamista tai onnistumista ei hehkuteta, päinvastoin: ’ei tehdä siitä niin numeroa’. Jäin pohtimaan, olisiko nostamiselle tarvetta myös suomalaisissa kouluissa vai onko meille tärkeämpää se, että tasapäisesti kaikki saavuttavat jonkun hyväksytyn osaamisen ja menestymisen tason? Ajatus hämmentää. Minulla on tapana kehua oppilaitani, ja saattaa olla, että jatkossa kehun heitä vielä enemmän.

Kuvien, tekstien ripustaminen seinille oppimista tukemaan tuntui hyvältä ajatukselta. Tarkasti pitää kuitenkin miettiä, mitä tekstiä seinille laittaa. Nyt luokkani seinällä komeilee vahvuuspuu, jonka oksilla on lintuja ja vahvuuksia (rohkeus, rakkaus, luovuus, uteliaisuus ym.) Puu on muistuttamassa oppilaitani taidoista, joita heissä jo on ja joita heidän pitää oppia.

Kulttuurieroista huolimatta koen, että vierailut ja lukuista keskustelut sekä Englannissa että Tanskassa ovat avartaneet omaa ajatteluani. Jokaisessa kulttuurissa on ominaispiirteensä, jotka tuntuvat itselle vierailta. Siitä huolimatta uuden oppiminen, näkökulman syventyminen, uusiin ihmisiin – opetuksen ammattilaisiin tutustuminen - on ollut suuri ilo ja etuoikeus.

Minna Konttinen – opettaja, Helsingin Suomalainen Yhteiskoulu, Helsinki

Projektin aikana vierailin kaksi kertaa Tanskassa, Kööpenhaminassa ja yhden kerran Englannissa, Bedfordissa. Molemmissa maissa vierailukohteina olivat useat erikokoiset, erilaiset ja erilaisilta alueilta olevat koulut.

Olen äidinkielen ja kirjallisuuden opetuksesta, oppimisesta ja kehittämisestä kiinnostunut. Kirjoitan työryhmässä alakoulun äidinkielen ja kirjallisuuden oppikirjoja, joten huomioni kiinnittyy aina kouluvierailuilla siihen, miten lastenkirjallisuutta ja lukemista tuodaan esille. Lasten lukeminen on noussut suureksi huolenaiheeksi Suomessa, joten innolla etsin kouluumme ja omaan opetukseeni uusia lukemisen kehittämis- ja innostamistapoja.

Bedfordissa ihailin heidän kirjallisuuden opetustaan. Jo kouluissa kävellessä oli selvästi lastenkirjallisuus esillä. Kirjavinkkilistoja oli seinillä runsaasti. Osa listoista oli pitkiä, kirjoitettuja listoja, osa kuvalistoja, joista näkyi vinkattavan kirjan kansikuva. Oppilastöitä, joissa esiteltiin luettuja kirjoja ja kirjasarjoja näin monissa luokissa sekä koulun käytävillä. Käytävillä sekä luokissa oli myös esillä oppilaslistoja, joista kävi ilmi, ketkä olivat juuri tässä luokassa lukeneet eniten joko sanoja, sivuja tai kirjoja. Eniten lukeneita myös palkittiin lukuvuoden lopussa. Selvästi koulussa kannustettiin lukemiseen. Vaikka koulukirjastot eivät olleet lainkaan niin hienoja oppimiskeskuksia kuin Tanskassa, opetuksessa lukeminen korostui.

Näin monen oppitunnin alkavan lukuhetkellä tai opetustuokion päättyvän hiljaiseen lukuhetkeen. Oppilaat olivat valinneet tai heille oli annettu oman lukutaidon mukaiset kirjat. Näin jokainen lapsi luki omalla taitotasollaan. Yhdessä luettavat tekstit olivat kaikissa näkemissäni tilanteissa monisteita lyhyistä novelleista ja monistettuja katkelmia. Näitä tekstejä analysoitiin varsin pikkutarkasti ja jopa sanatasolla yksityiskohtaisesti. Monisteihin pystyi tekemään alleviivauksia, ympyröintejä ja värityksiä. Mielestäni oppilaita ohjattiin käyttämään todella monipuolisesti erilaisia lukustrategioita.

Vaikka jo nyt lukemisen tärkeys on Suomessa ja meidän koulussamme ymmärretty, siihen kannustamisesta voisimme ottaa Englannista mallia. Tein heti Suomeen palattuani luokkani seinälle erilaisia kirjavinkkilistoja. Näitä yritän kehittää edelleen esimerkiksi nyt kuudesluokkalaiset tekevät kirjavinkkilistoja neljäsluokkalaisille. Aion myös kehittää erilaisia oppilastöitä, joilla lukemista tuodaan esille. Otin kuvia monista erilaisista kirjavinkkauskuvista, joita aion tehdä myös omien oppilaideni kanssa. Lasten lukemista voi tuoda esille monin eri tavoin.

Tanskassa oli selvästi panostettu kirjastoihin, jotka olivat upeita oppimisen keskuksia. Kirjastoissa oli kirjoja, mutta siellä selvästi lukemisen rinnalla opiskeltiin, tutkittiin, tehtiin

yhteistyötä, vinkattiin kirjallisuutta, pelattiin jne. Kaikissa Tanskan koulukirjastoissa oli tietokoneita. Kirjastoja oppimisympäristöinä oli kehitetty myös kalusteiden ja valaistuksen näkökulmasta. Ihailin myös kirjastojen henkilökuntaa, jotka olivat sydämellään mukana lasten lukuharrastuksen kehittämisessä.

Kirjastot olivat joka koulussa kuin koulun sydän, jonka ympärillä koulun muu toiminta luontaisesti pyöri. Ihastelin kovasti kirjastojen sijoittelua koulun keskelle. Kirjat ja kirjastot eivät olleet vierailukohteita, vaan koulun keskellä sijaitsevia sykkiviä keskuksia, jotka olivat aktiivisessa käytössä. Kirjastoissa ei vain käväisty, vaan siellä oltiin ja viihdyttiin. Mikäpä olisi parempi paikka lapsen tai nuoren oleilla kuin paikka, joka on ympäröity kirjoilla!

Koulullamme on koulukirjasto, jonka aineistot eli kirjat ovat loistavassa, jatkuvasti päivittyvässä kunnossa. Sisältö siis toimii, mutta ympäristö on pysynyt samana 70-luvulta lähtien. Sain Tanskasta paljon vinkkejä, esimerkiksi millaisia kalusteita meidän kannattaisi hankkia ja miten niitä sijoitella. Toivon, että tulevaisuudessa voisimme koulussamme räjäyttää kirjaston seinät ja tuoda koulukirjastomme arkiolohuoneeksi kaikille oppilaille, kuten Tanskassa on jo nyt tehty.

Näiden vierailuiden jälkeen pyrin aktiivisesti mukaan koulukirjastomme kehitysryhmään. Monet kollegani ovat kanssani samaa mieltä, että koulumme kirjastoa täytyisi päivittää. Uskon, että työryhmässä arvostetaan kokemustani Tanskan koulukirjastoista ja englantilaisten lasten lukuharrastukseen innostamisesta.

Heli Ikonen – opettaja, Aseman koulu, Hankasalmi

Tanskan ensimmäisellä reissulla marraskuussa 2017 tutustuin Oehlenschlaegersgades skolan rehtoriin. Hänellä oli tapana seisoskella koulun ovella yhtenä aamuna viikossa. Hän tervehti kaikki kouluun tulijat, oppilaat, vanhemmat ja koulun henkilökunnan. Ei siinä mitään ihmeellisiä asioita käsitelty, mutta tilaisuus oli jutella. Ymmärrän, että suuressa koulussa ei rehtoria näe usein, ei opettajat eivätkä oppilaat. Hänellä oli tapana myös järjestää aamukahvitilaisuuksia vanhemmille, jolloin oli mahdollisuus jutella mistä tahansa kouluun liittyvistä asioista.

Aloitin koulunjohtajana tammikuun alussa 2018, ja tein samalla itselleni lukujärjestyksen, johon merkitsin ulkovalvonnan joka aamu klo 8.15 – 8.50. (Koulu alkaa meillä kaikilla joka päivä klo 8.50) Tuohon aikaan oppilaat saapuvat pihalle odottamaan koulun alkamista ja koulun henkilökunta saapuu töihin. Osa lapsista tulee kouluun taksilla heti klo 8 jälkeen, osa lapsista saatetaan kouluun, osa kulkee itse jalkaisin tai polkupyörällä. Olen jatkanut käytäntöä myös tänä syksynä joka päivä, ja aion jatkaa myöhemminkin. Meidän koulussamme kaikki opettajat osallistuvat ulkovalvontoihin välitunneilla, ja minulle tuo aamuaika on muutenkin sopivin. Oikeastaan käytän reilusti enemmän aikaa valvontaan kuin muut opettajat (5 x 35 min /vko). Aamu-ulkoilu on ollut mielestäni tärkeä. Sekä opettajat että oppilaat käyvät juttelemassa ajankohtaisia asioitaan. Tuolloin minulla on aikaa siihen. Koulupäivät ovat hektisiä, koska osan päivästä opetan ja osan ajasta teen toimistossani hallintohommia. Työhuoneeni ovi on lähes aina auki, joten tulen usein keskeytetyksi päivän aikana, mutta tuntuu siltä, että tärkeintä on

olla oppilaita ja opettajia varten. Useana aamuna on tuntunut siltä, että olisi ollut sisähommiakin sen sijaan, että vaihdan paksut vaatteet päälleni ja menen ulos. Koen kuitenkin, että näkyminen on tosi tärkeää. Oppilaista nekin, jotka eivät juurikaan aikuisille juttele, saattavat tulla kertomaan jotain itselleen tärkeitä asioita, esimerkiksi lemmikeistään tai huolenaiheista. Koulu toimii kahdessa rakennuksessa, joten aamukohtaaminen on merkittävä myös niiden aikuisten kannalta, jotka eivät työskentele samassa rakennuksessa. Heidän kanssaan pystymme lyhyesti pitämään toisemme ajan tasalla siitä, mitä tapahtuu kyseisenä päivänä, emmekä ole täysin Wilma-viestinnän varassa.

Tämän kaltaisen käytänteen siirtäminen oli helppoa ja luontevaa. Kyseessä on rehtorin toimintaa, jolla pyritään edesauttamaan hyvinvoinnin rakentumista koulussa. Rehtorin tärkeimpiä tehtäviä on kuunnella, kohdata kouluyhteisössä toimivia avoimesti, käyttäytyä oikeudenmukaisesti ja tasapuolisesti. Tämän tyyppinen toiminta on vapaamuotoista. Rehtorin rooli on erilainen kuin yleensä. Rehtorin puoleen käännytään silloin, kun on ongelmatilanteita, ja kohtaamisen taustana on joku negatiivinen asia. On tärkeää huomata, että kyseessä on henkilö, jonka puoleen voi kääntyä milloin tahansa, ja että ikävien asioiden käsittely ei tarkoita sitä, että rehtori on vain sellainen, joka soittaa kotiin töppäilyjen jälkeen.

Olen miettinyt myös Kristianin aamukahvihetkiä. Minulla on kuitenkin niin paljon opetusta, ettei sellaista ole mahdollista tehdä. Itse asiassa aamukahvihetken pitäisi ajoittua samaan aikaan tuon ulkovalvonnan kanssa. Vanhempien kanssa kohtaaminen olisi yksi osa-alue, jolle pitäisi tehdä enemmän kouluissa, myös meidän koulussamme. Omalla kohdallani tuo kohtaaminen tapahtuu sitten vapaa-aikana harrastustoiminnassa, koska asun samalla paikkakunnalla ja olen aktiivisesti mukana urheiluseuratoiminnassa järjestäen yleisurheilutreenejä ja –kisoja sekä paikkakunnan musiikkiopistotoiminnassa. Olen huomannut, että siitä todellakin on apua koulussa tapahtuvaan yhteistyöhön, että olen tuttu erilaisten roolien kautta. Aamukahvituokioihin vain harvat vanhemmat pystyvät osallistumaan. Tämän olemme todenneet järjestäessämme avointen ovien päiviä. Mutta ideana minusta se olisi jollain tavalla kokeilemisen arvoinen.

Minttu Vänttinen – opettaja, Aseman koulu, Hankasalmi

Välitön vertaisarviointi ja vapaus valita työskentelypaikka

Erasmus 3T-projektista Englannissa, Tanskassa ja Suomessa vuosina 2017-2018 on jäänyt takataskuun useita ideoita, joita olen voinut hyödyntää työssäni. Esittelen nyt kaksi sellaista, joita käytän jo paljon ja jotka tulevat varmastikin jäämään pysyviksi. Nämä ovat välitön vertaisarviointi ja vapaus valita oma työskentelypaikka. Ensimmäisen olen napannut eräältä englantilaiselta opettajalta ja toisen Tanskasta.

Välitön vertaispalaute oli seuraamani englantilaisen opettajan tapa käyttää vertaisarviointia. Kun oppilaat esimerkiksi lukivat luokalle kirjoittamansa lyhyet tarinat, antoivat kuuntelijat välittömästi lukijalle palautteen. Palautteessa vapaaehtoiset kertoivat jonkin konkreettisen asia, jossa kirjoittaja oli onnistunut, ja antoivat yhden vinkki siitä, miten tekstiä olisi voinut tehdä vieläkin paremmaksi. Palaute annettiin heti suullisesti ja hyvin positiivisesta näkökulmasta.

Käytin jonkin verran vertaisarviointia jo aiemmin, mutta se oli useimmiten kirjallista ja tuli arvioitavalle vasta jälkikäteen. Välittömällä palautteella on varmastikin suurempi vaikutus, koska se tapahtuu heti samassa tilanteessa kuin arvioitava asiakin ja jättää oppilaaseen näin ehkä suuremman tunnejäljen.

Vapaus valita oma työskentelypaikka on käytänne, joka minulla oli ollut käytössä ennenkin mutta jonka olin jotenkin vuosien saatossa ”unohtanut”. Tanskassa oli hyvin yleistä, että oppilaat saivat valita työskentelypaikkansa esimerkiksi itsenäisiä tehtäviä tehdessään. Opettajat luottivat siihen, että annetut tehtävät tulivat tehdyiksi, ja oppilaat tuntuivat kokevan tärkeäksi sen, että saivat itse vaikuttaa omaan työskentelyynsä. Työskentely toimii varmasti parhaiten silloin, kun olotila on mukava.

Nämä käytänteet oli melko helppoa ja yksinkertaista ottaa käyttöön omilla tunneillani eikä se ole vaatinut itseltä oikeastaan mitään ylimääräistä työtä, ennemminkin oman ajattelun säätöä. Välitöntä vertaispalautetta aloimme käyttää ensin ihan pienissä jutuissa, kuten suullisten paritehtävien lomassa niin, että oppilaat vaikkapa peukulla näyttivät toisilleen, kuinka ahkerasti pari oli työskennellyt. Isommat oppilaat ovat myös arvioineet toistensa ryhmäesitelmiä niin kirjallisesti kuin suullisestikin, itsenäisesti ja ryhmissä, käyttäen juurikin kahta yllä mainittua kysymystä (”Mikä oli erityisen hyvää?” ja ”Miten tästä olisi tullut vieläkin parempi?”). Pyrin siihen, että tästä muodostuisi tavallinen käytänne, joka tulisi lopulta niin itseltäni kuin oppilailtakin luonnostaan. Jo nyt parin ryhmän kanssa oppilaat siirtyvät esim. pienten suullisten esitysten jälkeen automaattisesti omien ryhmiensä luo miettimään palautetta esityksen pitäjille. Olen ollut huomaavinani, että oppilaat kokevat tämän tehtävän tärkeäksi ja ehkä tulevat näin eri lailla kuulluiksi. Toisaalta vertaisilta saatu palaute voi monilla olla vaikuttavampi kuin opettajalta saatu arvio.

Myös oppilaiden vapaudessa valita oma työskentelypaikka on tärkeintä ollut oma asennemuutos (takaisin vanhaan): aina ei tarvitse pelätä sitä, että jotain sattuu, vaan luottaa oppilaiden omaan järjenkäyttöön ja vastuunkantoon. Oppilaat saavat nyt itsenäisiä tehtäviä, paritehtäviä ja kokeita tehdessään valita työskentelypaikkansa (ja usein myös tehtävät muutamasta vaihtoehdosta) luokkatilassa ja mahdollisuuksien mukaan myös muissa koulun tiloissa. Olen kertonut oppilaille luottavani siihen, että pyydetyt tehtävät tulevat tehdyiksi, vaikken olisikaan vieressä katsomassa perään. Tämä on ehkä tehnyt tunneista entistä rennompia. Oppilaat osaavat jo hyvin miettiä, missä oikeasti saa työskenneltyä, ja tulla pyytämään apua toisista tiloistakin käsin.

Esittelemäni käytänteet pystyin siirtämään suomalaiseen kouluun aika lailla samanlaisina kuin niitä käytettiin Tanskassa ja Englannissa. Englannissa vertaispalautteen antaminen positiivisuutta painottaen toki istuu ehkä helpommin muutenkin kohteliaaseen kulttuuriin, mutta olen kokenut, että oppilaat kyllä nappaavat tällaiset asiat hienosti, kun sen osaa heille perustella ja kertoa sen hyödyt. Lisäksi olen pitänyt helpompana sitä, että vertaispalaute annetaan kasvotusten vaikkapa työparille kuin että koko luokka kuuntelee. Tämä vielä ennestään madaltaa kynnystä antaa ja kuulla palautetta – vaikka positiivisesta palautteesta kyse onkin.

Hannu Jokinen – opettaja, Veikkolan koulu, Kirkkonummi

Kun lähdetään tarkastelemaan koulutusjärjestelmää eri maissa, on huomioitava seuraavia seikkoja:

- mikä on kunkin maan historia yleensä ja koulutusjärjestelmän suhteen,
- voidaanko jotakin aikaisempaa käytännettä tai metodia käyttää nykyajassa tai tulevaisuudessa,
- onko jokin aikaisempi käytänne sellainen, että se ei nykyaikana toimi.

Tanska, Kööpenhamina

Tanskassa kävin kolmessa koulussa, jossa tarkkailin teknologian käyttöä opetuksessa ja science-opetusta yleisesti. Yleensä kouluilla on käytössä joko läppäreitä ja tabletteja. Kännyköitä käytettiin esimerkiksi laskimena. Myös ei sallittua käyttöä oli jonkin verran. Tablettia käytettiin pääasiassa 1-2-luokilla ja läppäreitä edellistä ylemmillä luokilla. Tablettia käytettäessä hyödynnettiin matematiikan apuvälineitä. Läppäreitä käytettäessä apuohjelmat olivat mm. taulukkolaskenta, laskin sekä Geogebra. Tavoitteena on, että oppilas osaa käyttää tarkoituksenmukaisesti tietokonepohjaisia applikaatioita. Varsinkin 9:llä luokalla näiden applikaatioiden käyttö oli sujuvaa. Näitä edellä mainittuja käytänteitä olen pyrkinyt lisäämään opetuksessani.

Fysiikan ja kemian opetuksessa en osunut yhdellekään ns. laboratoriotunnille. Pääsin kuitenkin vierailemaan alueen science-tapahtumaan, missä oppilaat esittelivät koulussa tekemiään teknologia-/science- projektejaan. Tätä ideaa olen käyttänyt pienimuotoisena muutaman kaksoistunnin projektissa kemiassa ja fysiikassa.

Tanskassa on yleistä käyttää tietokoneita tai tabletteja tiedon etsimisen, raportointiin sekä tallettamiseen. Tämä tuli selvästi esille seuratessani erästä fysiikan ja biologian tuntia. Tällaista käytännettä ajattelin lisätä omassa opetuksessani. Muuten minulle jäi epäselväksi, miten varsinainen opetus tapahtuu fysiikan ja kemian oppitunneilla. Tietokoneapplikaatiot ovat siis tiedon hankkimista, käsittelyä ja tallentamista varten, se ei ole varsinainen oppimisväline. Oppimisapplikaatiot ovat eri asia kuin applikaatioiden käyttö.

Iso-Britannia, Bedford

Isossa-Britanniassa kävin yliopistolla ja kahdessa koulussa. Yliopistolla esiteltiin brittien koulutusjärjestelmää yleisesti. Havaitsin ainakin seitsemän erilaista koulutyyppiä, joista kolmella oli valtakunnallisesti määrätty sama opetussuunnitelma.

Teknologian käyttö opetuksessa ei ollut läheskään niin oppilaskohtaista kuin Tanskassa. Tämä on havainto noin neljältä oppitunnilta. Oppilaat keskittyvät enemmän vihkomuistiinpanoihin. Tämä näkyy selkeänä ja samanlaisena muistiinpanotyylinä eri oppilailla. Käsialat olivat siistejä (myös pojilla). Tätä käytännettä ajattelin huomioida omassa opetuksessani, jossa arvioin ja testaan oppilaiden vihkomuistiinpanoja.

Oppitunnit sujuivat tietyn kaavan ja aikataulun mukaan. Tunnin alussa oppilaille esitettiin tunnin tavoitteet ja tavoitteiden saavuttamista testataan useilla oppitunneilla. Fysiikan ja kemian tunneilla ja yleensäkin opettajalla on tukena assistentti, joka valmistaa opetuksessa käytettävät kemikaaliliuokset ja huolehtii opetusvälineistä. Tällaisen henkilön palkkaaminen riippuu kunkin koulun rahoitustilanteesta. Briteissä en päässyt seuraamaan yhtäkään fysiikan tai kemian tuntia, joten näiden aineiden varsinaisesta opettamisestä ei minulla ole tarkempaa käsitystä.

Testauksesta ja lahjakkuudesta

Brittien koululaitoksessa on käytänteenä tehdä jatkuvaa testausta oppilaan opiskelun ja oppimisen kehittymisestä. Käytännössä esimerkiksi matematiikan tunti alkaa lyhyellä testillä tai testi on ollut kotitehtävänä. Äidinkielessä sekä lukemisen ja sen ymmärtämisessä tehdään jatkuvasti testejä. Tämä tapahtuu niin, että oppilas saa luettavaksi kirjan (koulussa hyvä ja laaja kirjasto). Kirjan taso valitaan edellisen testin perusteella ja kirjan valinnassa opastaa kirjaston henkilökunta. Kirjastoon yleensä mennään luokkakokonaisuuksina, jolloin myös vaaditaan täysi hiljaisuus. Tietokoneella on valmis testipohja mukautettuna luetun kirjan tasoon. Kouluissa on siis paljon testejä, joiden tuloksia voidaan mitata ja laittaa lukijat paremmuusjärjestykseen. Kouluissa on myös muuta lahjakkuutta kuin lukeminen. Näitä ovat matematiikka, draama, urheilu. Kouluilla on tapana tuoda esille näitä lahjakkuuksia. Kolun seinällä tai vaikkapa kirjastossa voi olla kuvia eri aineissa menestyneistä oppilaista tai heidän tuotoksistaan. Jopa koulurakennus voidaan nimetä jonkin menestyneen urheilijan mukaan.

Hannu Björkqvist – opettaja, Veikkolan koulu, Kirkkonummi

Erasmus vierailuilta saatuja ideoita opetuksen kehittämiseksi

Viime kevään Tanskan vierailulla huomasin, että oppilaat olivat rohkeita esittämään työnsä tuloksia muille oppilaille ja vieraileville opettajillekin. Tämähän on varmasti tärkeä taito nyt ja tulevaisuudessa. Ymmärsin, että oma opetukseni sisälsi perin vähän tällaisia mahdollisuuksia kehittää esiintymistaitoja.

Tänä syksynä olen teettänyt 8-luokan kemian ryhmän oppilailla parityönä projektin, jonka tuotokset he joutuivat esittämään ryhmän muille jäsenille. Aiheeksi valitsin happo-emästitrauksen, koska se on keskeisin aihe opiskeltaessa happoja ja emäksiä. Oppilaat tekivät esityksensä tietokoneilla käyttäen Microsoftin tai Googlen tarjoamia sovellusohjelmia. Raporttiin liitetyt valokuvat oppilaat kuvasivat omilla kännyköillään.

Tutkimusraportit olivat yllättävän hyviä, selkeitä ja omaperäisiäkin. Oppilaat osasivat jakaa roolinsakin tutkimuksen esittelytuokiossa hyvin. Kuitenkaan he eivät uskaltaneet alkaa kertoa asioita spontaanisti omin sanoin vaan lukivat vain esitykseensä kirjoittaman tekstin sanasta sanaan. Tämän vuoksi oppilaiden esiintyminen näytti melko ”jäykältä”. Tässä näenkin tärkeimmän kehityskohteen jatkossa. Ennen esitystä rohkaisin oppilaita kertomaan asioista omin sanoin, mutta se ei juurikaan auttanut. Jatkossa pitää miettiä keinoja, millä oppilaat saisi

rohkaistua esiintymään tukeutumatta liiaksi kirjoitettuun tekstiin. Lisäksi yhdellä työparilla oli niin kova ramppikuume, että he eivät uskaltaneet esittää raporttiaan muille kuin opettajalle. He myös sanoivat, että haluavat mieluummin tehdä perinteisen kokeen kuin pitää muille esitelmän. Tämän projektityöhön liitin myös vertaisarvioinnin, jossa oppilaat arvioivat muiden esitykset ja oman työparinsa työskentelyn. Näitten arviointien tarkistaminen on vielä kesken. Tätä työskentelytapaa on tarkoitus kehittää jatkossa eteenpäin. Aion liittää sen osaksi ainakin jokaisen fysiikan ja kemian ryhmän opetusta.

Tanskassa havaitsin, että digiteknologiaa käytettiin runsaasti oppimisen apuna. Eräillä matematiikan oppitunneilla oppilaat käyttivät mm. Geogebra-applikaatiota geometrian opiskeluun. Itselläni on vielä paljon opittavaa tällaisten ohjelmien käytössä. Vaarana uuden teknologian hyödyntämisessä on se, että opiskelu menee puuhasteluksi. Applikaatioiden käytön tueksi tarvitaan ohjeita ja ohjausta, jotta oppilaan huomio kiinnittyy opetettavan aiheen kannalta olennaisiin asioihin.

Yhdessä koulussa opettaja oli teettänyt oppilailla tilastollisia tutkimuksia taulukkolaskentasovelluksella. Itse olen opettanut tämän sovellusohjelman käyttöä valinnaisilla tietotekniikan kursseilla. Ensi keväänä on kuitenkin tarkoitus teettää tilastollinen tutkimus 9-luokan matematiikan ryhmällä. Yksi opettaja UK:sta haluaisi tehdä yhteistyötä kanssani tämän asian tiimoilta. Tarkoitus onkin aloittaa yhteistyö hänen kanssaan. Aikomuksenamme on teettää oppilailla pieniä tutkimuksia, joiden tulokset esitetään taulukkoina ja diagrammeina. Suomalaiset oppilaat voisivat tutkia niitä asioita, jotka kiinnostavat englantilaisia oppilaita suomalaisessa koulussa ja päinvastoin. Sitten tutkimustulokset laitettaisiin kaikkien oppilaiden nähtäväksi esimerkiksi Google Classroomiin. Aiheen tiimoiltahan voitaisiin järjestää vaikkapa Skype-istunto. Tämän tyyppisen yhteistyön tekeminen on itselleni erittäin haastavaa, koska kaikki työskentely pitää tehdä englannin kielellä.

Tanskalaisissa kouluissa oli myös nähtävissä, että oppilaat olivat saaneet osallistua esimerkiksi koulun sisustamiseen. Tämä varmaan lisää oppilaiden kouluviihtyvyyttä. Joissakin kouluissa oli myös mielenkiintoisia oppimisympäristöjä. Veikkolan koulun laajentamishanke on pian ajankohtainen. Tanskalaisilta voi saada hyviä vinkkejä uuden koulurakennuksen opetustilojen järjestelyyn.

UK:n kouluihin menin sillä asenteella, että kouluissa on kova kuri ja että häiriökäyttäytymistä ei esiintyisi. Kuitenkin niissä kouluissa, joissa vierailin, oli havaittavissa samat murrosikäisten oikkuilut kuin suomalaisissakin kouluissa.

Bedfordin kouluissa vieraillessani huomasin mm. seinille ripustetuista oppilaiden töistä sekä oppilaiden kuvista, että heidän osaamistaan pidettiin suuressa arvossa. Jatkossa minäkin voisin toteuttaa enemmän sellaisia projekteja, joiden aikana oppilas valmistaa jonkun konkreettisen tuotoksen, joka asetetaan kaikkien nähtäville. Esimerkiksi ”Käden taidot ja teknologiaa -kurssin” ledikuutioista saadaan mainio ”Lux-Veikkola -näyttely”.

Monilla oppitunneilla oppilaille kerrottiin tarkasti oppimisen tavoitteet. Tässäkin suhteessa omassa opetuksessani on vielä kehittämistä.

Mielestäni molemmat kouluvierailut olivat hyödyllisiä. Huomasin monia asioita, joita voin kehittää omassa opetustyössä. Olisi hyvä, jos projektille saataisiin jatkoa. Esimerkiksi opettajat voisivat yhdessä suunnitella jonkin aiheen opetusta ja oppilaillekin luotaisiin mahdollisuus työskennellä yhdessä muiden maiden nuorten kanssa.

If you wish to get in contact with any of the teachers who have modelled transferable practice here is a list of their e-mails and areas of interest.

ASEMA SCHOOL, HANKASALMI			
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Minttu Vänttinen	Primary / Secondary	Vertaispalaute, oppilaan työskentelypaikan valinta	minttu.vanttinen@edu.hankasalmi.fi
INNOKAS NETWORK, UNIVERSITY OF HELSINKI			
Kati Sormunen	Higher Education	Eurooppalainen erilaisuus, koulutus ja opettajan ammatti-identiteetti sekä kehittyvä työyhteisö	kati.sormunen@helsinki.fi
VEIKKOLA SCHOOL, KIRKKONUMMI			
Hannu Björkqvist	Secondary	Vinkkejä luonnontieteiden opetuksen kehittämiseen	hannu.bjorkqvist@kirkkonummi.fi
Hannu Jokinen	Secondary	Teknologian käyttö opetuksessa	hannu.jokinen@kirkkonummi.fi
HELSINGIN SUOMALAINEN YHTEISKOULU (SYK), HELSINKI			
Minna Konttinen	Primary	Koulukirjastot, kirjallisuuden opettaminen ja lukuinnon kasvattaminen eri puolilla Eurooppaa	minna.konttinen@syk.fi
Raini Sipilä	Primary / Secondary	Opetuskulttuurien erot ja yhtäläisyydet eurooppalaisessa kontekstissa, luovuuden ja osaamisen jalostaminen opetuksessa sekä yhteistyö eri koulumuotojen, oppilaitosten ja opettajien välillä	raini.sipila@syk.fi

January 2018

Finnish teachers' Global Innokas Blog Posts

Exploring the 3 T's in Erasmus project

August 2017 https://globalinnokas.com/2017/08/02/exploring-the-3-ts-in-erasmus-project/

Three Finnish schools from Innokas network had a change to take part in an Erasmus project with England and Denmark. The theme for this two-year project is Time, Talent and Technology; the 3 T's. The schools, which decided to apply, were SYK from Helsinki, Veikkola school from Kirkkonummi and Asema school from Hankasalmi.

During the first year of the project the aim is to observe the 3T's in each country by visiting them and their schools. In June 2017 the Danish and the Finnish representatives visited Bedford in England for 4 days and during those days had a great opportunity of visiting altogether over 20 schools. Here are some of the observations the Finnish team made. The schools in the Bedford area were very interested to hear about these observations and use them to develop their schools in these areas.

	Observations	Things to improve
Time	- Teachers meet every morning for a few minutes - The head of school uses time to be seen in classes	- More students' active time during classes - Less homework
Talent	Teacher talent: - Dedicated to their work - The schools look like the dedicated heads of the school - Teacher education is totally different than in Finland.	Teacher talent: - More freedom / possibilities to use variety of teaching methods
	Student talent: - The students are aware of their talents and strengths - Active school council and school clubs - GREAT MANNERS! - Strongly motivated by outside rules and guidelines	Student talent: - Setting the standards to address students age and capability level - Focus on building intrinsic motivation and 21st century competences
Technology	- Varies within schools - Mostly technology was used by teacher for visualizing teaching	- More creative, student activating use of technology - Ability to use students' own devices

- Anu and Kati from Innokas

Exploring school system in England on Erasmus+ 3T's – project

August 2017 https://globalinnokas.com/2017/08/25/exploring-school-system-in-england-on-erasmus-3ts-project/

On our Erasmus+ -trip to Bedford we had a wonderful opportunity to see out nearly the whole education system in England. We had time to follow lessons in different kinds of schools; we had conversations with students, teachers, principals and University staff. Through Finnish perspective, English school system seems very complicated compared to ours. Instead of comprehensive school, there are systems in a system. Roughly, there are either independent

or public schools but within this division, there still are many systems: nursery schools, preschools, maintained schools, academies, independent schools, special schools and pupil referral units. Independent schools cost a lot of money; public schools are free of charge. A new system will take place in becoming September. Then so-called foundation stage will contain nursery and preschool (3-5 years). Primary school will be divided in two key stages: key stage 1 and 2 (5-7 years, 7-11 years). Secondary school will include stages 3, 4 and 5 (11-14 years, 14-16 years, 16-18 years).

- Nursery school starts at age of three. All 3 and 4-year-olds are entitled to 15 hours of free childcare a week. The rest of daily care is charged. Free 15-hour childcare is also extended to the most disadvantaged 2-year-olds. In England, it is believed that education from early ages brings good achievements. Daily activities are more or less based on subjects like math, science and English. Same subjects are seen important throughout the whole school path. During school days, children practice reading, writing, counting, measuring etc. We even saw four-year-old children writing sentences on their small whiteboards.

- Studying and teaching at primary and secondary schools seems to be very hard and demanding for both students and teachers. Studying under pressure because of test results affects teaching and learning in various ways. SATS (Standard Assessment Tests) tests are taken at the end of year 2, year 6 and year 9. They are used to show child's progress compared to other children born on the same month. In UK testing is a part of normal routine. School days in England are long, families either pay for their children's school lunch or give them packed lunch and the amount of homework is huge.

- One of the most awakening moments was a 15-year-old girl's speech on her English lesson. The topic was quite provoking: Why school sucks? This youngster was worried about (endless) testing and what that kind of testing will do to young and growing children. It is a good question for every teacher!

- We got so many new experiences during this school tour in England that we could never imagine. It is a true privilege to be a part of this 3T -project team!

- Heli, Asema School and Raini, SYK

Erasmus 2017 - Bedford

September 2017 https://globalinnokas.com/2017/09/26/erasmus-2017-bedford/

The main purpose of the 3T project is to compare and thus reflect the three different school systems of the participating countries. The schools involved in this project are from Finland, Denmark and the UK. In addition, there is also a consulting firm from Denmark taking part in this project and their main focus is to get useful tips for building Danish schools as well as for their interior design. The first step of the project was taken at the beginning of June in 2017 in Bedford, England. Before the trip each participating Finnish school was given a task which was to be returned to the coordinator of the hosting country by email.

The programme in Bedford was divided on four days and the participants were equally divided into four groups so that each group had members from each participating country. The groups spent their first day in the school of their English member. During the day we had an opportunity to get to know the everyday life of a typical English school. Our hosting schools were Castle Newnham, Livingstone School, Westfield School and Biddenham School.

The second day was reserved for visiting various schools. Each group visited four different schools, so the total number of school visits was 16. Each of these schools differed greatly from the others and they included preschools, primary and secondary schools as well as some private schools. Each group made observations during their visits.

During the third day we were given an opportunity to visit the University of Bedfordshire. On the campus we had a guided tour and visited e.g. their Faculty of Education and School of Teacher Education. The rest of the day was spent in making preparations for the last day. These

preparations were made among the visitors of the same country and not as was originally planned.

As I mentioned before the purpose of the trip was to observe the English school system. The fourth day we spent in a meeting where one Finnish group and four Danish groups shared their observations from two previous days. This feedback with all its pros and cons was very informative and diverse.

- Petteri and Aki, Veikkola School

3T's in Finnish education – observations from British and Danish teachers

November 2017 https://globalinnokas.com/2017/11/14/3ts-in-finnish-education-observations-from-british-and-danish-teachers/

In September teachers from United Kingdom and Denmark visited Finland as a part of an Erasmus project. As in Bedford earlier in July, the groups observed time, talent and technology in three Finnish schools: SYK, Jalavapuisto School and Veikkola School. In addition, we introduced to them Innokas Network, in-service teacher training, early childhood education in Finland, and Finnish educational context in the University of Helsinki. Here is a brief summary on their notions of the 3T's.

Time

Teachers from both Denmark and UK felt that there is a lot of time to learn in Finnish schools. Pupils are not rushed, and they are encouraged to be themselves. As we Finns know our schooldays are shorter and pupils have plenty of breaks during the school day. Especially British teachers felt that time could have been used more actively and effectively.

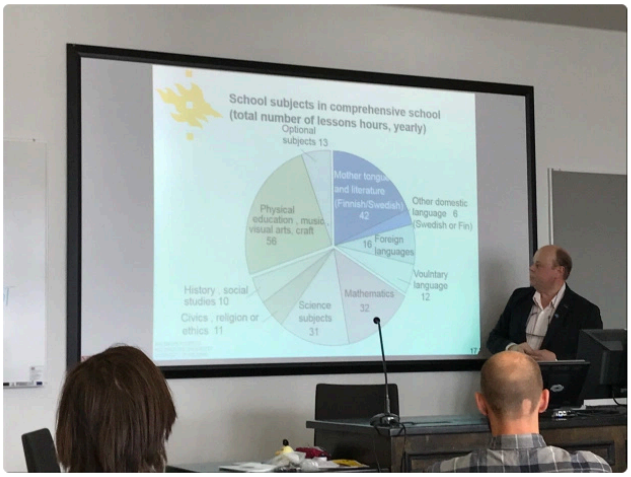
Talent

Groups saw three kinds of talents in Finnish schools.

The number of creative subjects in **the curriculum** arouse interest as well as programming and transversal competences. Especially teachers from UK saw a difference between assessment in Finland and in UK. In Finland the assessment system acknowledges teacher expertise. It is realistic and based on student learning and it is linked to the integrity of the profession.

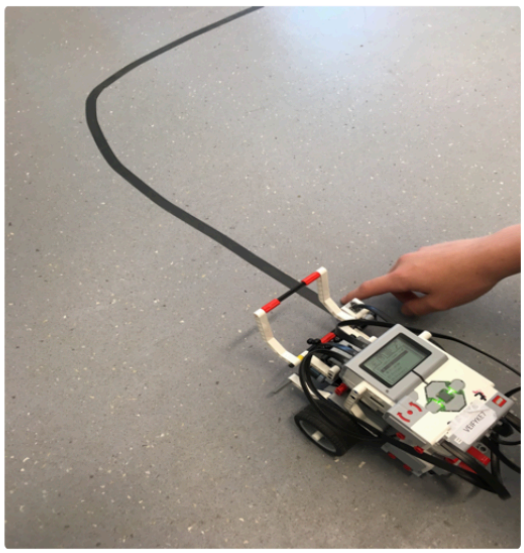
Teachers are highly educated and trusted to be experts in their field. Teachers' professional development is well-planned and in-service training is well organized.

Students seem to be calm, independent, engaged, resourceful and proud. Students can apply to bi-lingual classes or classes with other special focus areas such as music and science. During these short school visits the groups didn't witness examples of differentiation or teacher-student communication of what the students have learned during the lesson.



Technology

Groups thought that the visited Finnish schools seemed to be well resourced. Compared to UK and Denmark, we have a boarder view of technology in our curriculum and in classroom practices. For example, students were programming and using robots in two schools. The groups would have liked to see more of learning platforms, programs that support students with learning difficulties and more interactive use of interactive white boards. Also, the examples of tech use in higher grades e.g. in social sciences were minor. However, the students' freedom to use smartphones in breaks caused discussion.

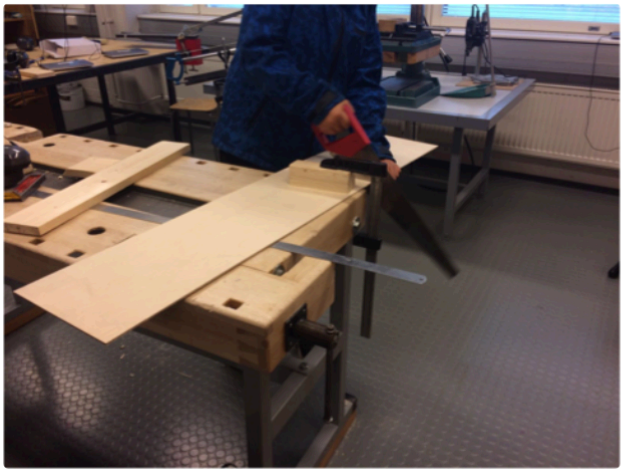


Trust

During the Helsinki visit it became clear that each countries society makes the school what it is. In Finland it is seen as TRUST in many levels. There is respect for one another and the equipment. The trust runs through the system:

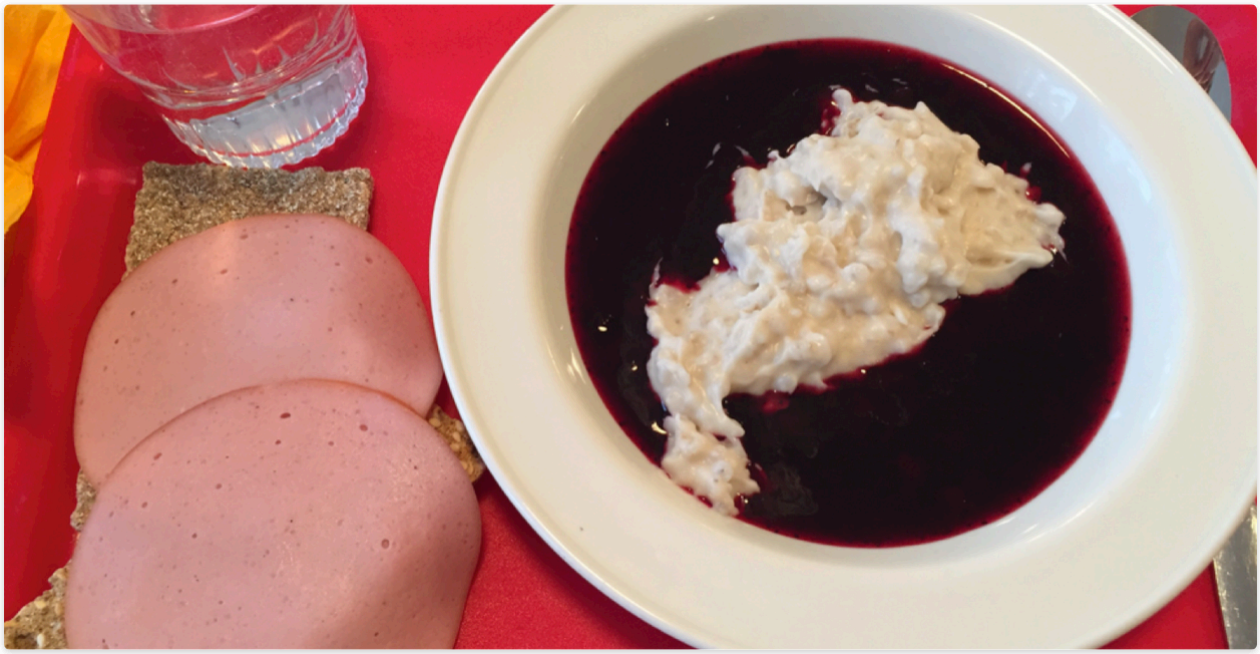
From teachers to students
From parents to teachers
From heads to teachers
From municipality to each school
From government

Danish teachers thought that we have a school where both parent and pupils believe in one's authority. A good example of that is the fact that teachers are also highly respected in society. However, they saw also a risk of being very dependent upon the individual teacher.



Trying to look at your society and school system from other country's perspective is always fruitful. There are always customs and practices that are very deep in the Finnish culture such

as the school lunch. Fortunately, we had porridge day when we visited Veikkola School, because otherwise we would have missed a great debate of nutrition in different countries!



- Kati, Innokas Coordinator

Visiting schools in Copenhagen - 3T-project - Time

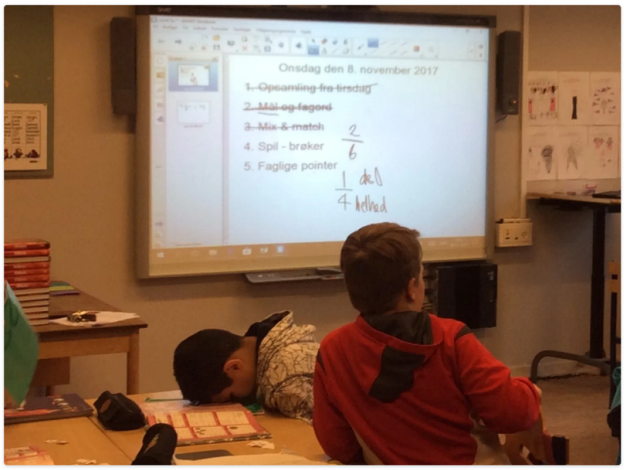
December 2017 https://globalinnokas.com/2017/12/04/visiting-schools-in-copenhagen-3t-project-time/

Visiting the schools in Copenhagen showed us that the schools have time for meeting pupils and parents. We thought it was great that the headmaster in one school spent time at the front door of the school in the morning just to say "good morning" to the pupils, parents and teachers. We saw that giving time also increased trust. The good relationship between pupils and teachers increase efficiency in the classrooms. Once a month, they serve morning coffee for the parents. So it makes it easier to discuss things when they know each other better.

In Denmark, children's school days are long. For example, the pupils in the first grade have 30 hours of school per week. The school days are planned so that there is also time for clubs in the afternoon. The pupils also have few breaks during the school day, just a lunch and two short breaks. A part of the time they are not supervised by the adults.

We also observed the time used during the lessons. We saw different kinds of ways to divide time. It was very usual that timetables and the timeline of the lesson were visible to pupils. They also had info screens where the programme of the day and that of the week were visible to the teachers as well. In classrooms, there's time for both work and play, a bit of physical exercise. In Denmark, they have a law that every pupil should do at least 45 minutes of physical exercise

during the school day. We saw teachers stop teaching and ask pupils to dance or lift up their chairs to train the muscles. The exercise didn't seem to have any connection to the thing they were learning, it was just random exercise.



Time for a break?

In addition, pupils are given time to plan their work. We think that time for using imagination may lead to creativity (Danish design!). In Denmark, they prefer using computers and mobile devices. So, they spend much more time learning to write on computers. The pupils do not write with pen after third grade. Some pupils told us that they are not good at handwriting.

Teachers and time

The other side of the equation, as to time, are the teachers and other staff at schools. The visits to the Danish schools in Copenhagen left us admiring the efficiency of the teachers as well as the delegated leadership in the organisations that we saw. Nevertheless, the question arose whether there is an excessive amount of work for teachers to carry out within their working hours.

During the visit, we saw many examples of practices that made teachers' working hours more efficient. For instance, some of the schools had a system of collaborative teams that could divide their tasks among the members. One teacher could, for example, be in charge of the Danish lessons of certain classes and, another teacher, of the maths lessons. There was time allocated in the weekly timetables for these teams to plan their work and to discuss any topics related to their pupils.

Another example of efficiency was the online platform used by teachers in Copenhagen to evaluate pupils' work, to mark pupil attendance and to do their yearly planning. If a pupil is absent, their teacher can mark the absence online and a message is sent automatically to the parent's phone. Consequently, teachers can spend more time on teaching the pupils that are present in the lessons and on other tasks during the working day.

Efficiency was not, however, the only positive aspect of time that we witnessed in the three schools we visited. Time was also spent doing things that the different schools considered to be important. For example, the staff of all of the schools seemed to value time that was spent talking about pupils. The staff were also rewarded with time if they did any extra tasks or performed well at work. For instance, they had fewer lessons to teach or could take a couple of days off. In addition, in many cases, teachers themselves had the possibility of deciding how to spend their time at work.

Even though many positive aspects were visible in the schools as to teachers and time, one of the biggest questions that remained was related to the amount of work. It seems that, since the Danish school reform was implemented in 2014, Danish teachers struggle with finding enough time to plan their lessons and to perform as well as they would wish for. Their time at work is often spent in meetings and handling paperwork, in addition to teaching of course. This is a problem that many Finnish teachers also face but it may be even more crucial in Denmark where the schooldays of children were made longer by the reform. How this will affect learning in the future, only time will tell.

- Minttu and Heli, Hankasalmi Asema School

Talented Denmark

December 2017 https://globalinnokas.com/2017/12/11/talented-denmark/

During our Erasmus+ 3T -visit to Copenhagen on 5th-9th of November 2017 we concentrated on a theme TALENT. We visited in three different kind of schools around Copenhagen area. In general, we can say, that all students, teachers and school leaders are very talented in various ways.

Now we understand why Danish are so well known as a designers, makers and producers. We saw a lesson where students had to make own knives. First students searched information on different kinds of knives. Then they started to design one on their own. During the design process conversation between students and teacher was very interactive and students got lots

of feedback from the teacher. Students self confidence is high, and they believe themselves as designers. At the end, students try to find right materials and really produce their own knives.

Students were also very proud of themselves and they had a strong self-confidence on situations where they needed to talk and have a conversation with the teacher, other students or visitors. Their language skills, communication skills and social skills were fantastic.

Also teachers are seen talented individuals and team members. All kinds of talents are seen as gifts and teachers' different talents are used to serve the whole school community. We admire how our colleagues in Denmark communicate and collaborate with pupils, parents, families, experts, visitors etc.

Teachers in Denmark have an opportunity to build their own career path with the support of principles and school community.

Teachers in secondary schools are multitalents because they are able to teach several subjects. Like all students in Denmark said, the best thing in their school are talented teachers! Even in very demanding areas teachers' classroom management was extremely good and atmosphere in schools and classrooms was always calm.

The role and of principals are very different in Denmark and in Finland. In Finland teachers are more independent and every teacher is his or her own leader. In Denmark principals decide many things behalf of teachers. In both countries principals are facilitators.

The most important task of principals is to find and choose the most suitable teachers in that specific school. In this role the principals in these three school were succeeded well. Schools are different and the story of schools are different, so principals need to have a courage to do things in their own way. The principals are very powerful.

The connection between parents and school lies on principals. We saw principal welcoming parents and students to the school in the morning.

Schools have a strong identity to be a big part or even a centre of a community. Everyone is important! The whole group is important, not an individual person!

We still have questions in our minds. We hope that in becoming meetings and visits we will find out the answers.

Questions:

- How do you support very talented students?
- Do the teachers know that they are so good ones? Do they get positive feedback from principals?
- Do the teachers get bonuses?
- Why do you need to test your students?
- Can you / Are you allowed to / Are you able to criticise your school, your principal, pedagogy you use?

- Raini and Minna, SYK, Helsinki

Trust in Denmark

February 2018 https://globalinnokas.com/2018/02/13/trust-in-denmark/

From the point of view of a Finnish teacher the trust that the Danish teachers had towards their young pupils was occasionally even a little disconcerting. We saw young pupils to play without any kind of supervision near a frozen pond in a forest, pupils were acting as traffic directors on heavily trafficked roads etc. But everything worked well. We started to wonder if we, teachers, are a bit too overprotecting in Finland.

While comparing the Finnish and Danish schools we didn´t notice any difference between the way teachers and principals work together in both countries. However, there are differences in the rewarding behaviours. In Denmark it was the principal who was rewarded for his school´s success, not the teachers directly. It was left for the principal to decide whether to reward the teachers for their good results or not.

The biggest single factor that stood out and seemed rather strange to us, who are used to the Finnish culture, were the annual and public quality reports in the Danish schools. These reports

were quite explicit telling, for instance, how well their school performs in respect to the neighbouring schools. To a Finn this kind of measuring carried out by the state doesn´t seem to inspire and build the trust in the teachers.

By the end of the week we noticed how important it is to get to know the educational culture of other countries, especially on the ground level. The things that we found disconcerting at the beginning of the week started to make sense and seem like functioning solutions. This familiarizing oneself with a different educational culture is a very significant and important aspect in this kind of projects.

After our trip all we can say is that Denmark is a very good place for children to live and grow up!

- Aki & Petteri, Veikkola School, Kirkkonummi

Collaborating in Copenhagen

April 2018 https://globalinnokas.com/2018/04/28/collaborating-in-copenhagen/

A team of Finnish teachers, principals and project workers spent a week in Copenhagen continuing working on the Erasmus 3T -project where educational professionals from Finland, Britain and Denmark come together to reflect on each others' educational systems and make observations on Time, Talent and Technology in schools.

We had the privilege of visiting three local schools and having deep conversations about pedagogy. We found that Copenhagen in Denmark is not only geographically but also educationally situated half way between Britain and Finland. There are some elements that the Finnish and Danish educational systems have in common like the culture of trust and student involvement. Then again with regards to assessment, national testing is something that brings the Danish system closer to the British system.

How these elements are realized within the educational system are however dependent on many things such as legislation, culture and socioeconomic aspects. For instance the Danish culture of trust and the freedom of choice that follows from it can mean that schools and

principals can allocate lesson hours freely. In Finland we have a high degree of freedom as well, but more strict legislation concerning lesson hours which guides the decisions made on the school level. Efforts to develop school have similar goals in Denmark as in Finland. 21st century skills and cross-curricular learning are in the focus in both systems. Reforms however seem to come more often in the Danish system.

The challenge of these intercultural exchanges and experiences is the way we observe and interpret our observations. Are we interpreting activities on the level of single schools? Can these observations be interpreted to represent the whole educational system? The way to get the best result is to hold continuous discussions alongside visits and allow each partner to give feedback on interpretations. Only in true dialog can we reach an understanding of each other and find those transferable and adjustable 'take-home-messages' that help us develop our own system and professionalism.

- Laura Salo, The Innokas Network

Erasmus 3T – Collaborating in Helsinki

October 2018 https://globalinnokas.com/2018/10/02/erasmus-3t-collaborating-in-helsinki/

Teachers and school developers from Denmark and Great Britain gathered in Helsinki for a September week full of immersion in the Finnish educational system and observation of the three T's (time, talent and technology). We welcomed new participants and had a warm reunion with those who have been a part of the project for longer. The week started off with a welcome session that, true to Finnish tradition, included sauna and swimming. The following two days were spent in two schools where participants got to know the school, observe lessons and even teach Finnish students. The afternoon time was spent reflecting and finding those transferable ideas that one could take home. One day was dedicated to familiarizing with the educational

system and the work of the Innokas Network which supports schools in developing 21st century skills through the innovative use of technology. Participants also immersed in gaming when they were introduced to and competed in the pedagogically relevant Seppo-game and discussed how to use gamefulness in education. The last day of the week provided an opportunity for each delegation to present their thoughts and reflections to each other and discuss together while enjoying a traditional cinnamon roll.

Reflections on technology included discussion on the pedagogical use of technological tools. Technology was seen to motivate students and participants observed that the tools for these activities are in place and available in Finnish schools. Talent was discussed for one with reference to supporting talented students which is an area that needs development in the Finnish system. Currently most emphasis is placed on the support of students with special needs. Time was approached from both the students and the teachers' perspective. Short school days and lesser control were discussed and an observation was made that Finnish students still seem to have clear boundaries and guidelines within which to work autonomously. Differences in teachers' working hours got the participants thinking about the pro's and con's of varying work day models. On one hand the freedom to leave work after teaching was valued and on the other hand set working hours would secure more joint planning time and possibilities for collaboration.

- Laura Salo, Kati Sormunen and Asta Ansolahti, The Innokas Network

Erasmus 3T – Collaborating in Bedford

November 2018 https://globalinnokas.com/2018/11/05/erasmus-3t-collaborating-in-bedford/

This time teachers and school developers from Denmark and Finland gathered in Bedford for a week in October. The week was full of different school visits, great conversations about the

English educational system and observation of the three T's (time, talent and technology (and trust)).

Our visit to England started with a reunion in a local restaurant. After a fun evening together it was time to start the activities. On the first day we had a chance to visit the University of Bedfordshire. It was very interesting to hear about the English school system. We spent the next days in different schools where participants got to know the school, observe lessons and even teach microlessons. The last day of the week provided again an opportunity for each delegation to present their thoughts and reflections to each other and discuss together.

When discussing technology we found similar things that came up in both Finnish and Danish reflections. For us technology education in England seems like a separate entity from other education. This led to discussions about how to integrate technology in schools in order that it would be helpful and useful in pedagogical way.

Reflections on talent included discussions on grouping of pupils and ranking. One big topic was also trust. We noticed that headmasters trust their teachers but the lack of trust is evident from the government's side and that leads to ongoing testing and registrations.

In a time perspective we talked about structured lessons and classrooms. Everything seemed to be very structured and that was one thing that was different from Finnish schools where we don't have strict schedules and pupils may have just one or two tasks per lesson. Overall our visit to Bedford was great and we learned a lot about the English perspective to education and at the same time gained new insight into our own system.

- Asta Ansolahti and Kati Sormunen, The Innokas Network